



2011-2012 MI-ACCESS

GUIDE TO REPORTS



Table of Contents

Introduction	3	Student Record Labels	34
MI-Access Report List	4	MI-Access Functional Independence (FI)	35
Report Changes	5	Scoring	35
Printing Reports	6	FI Performance Level Change	36
Content Areas Assessed	7	Item Descriptors	37
Participation and Supported Independence (P/SI)	8	FI Sample Reports and Descriptions	38
Scoring Rubrics for P/SI	8	Individual Student Reports	38
Performance Levels and Earned Points	9	Rosters	44
P/SI Performance Level and Earned Points Charts	10	Summary Reports	46
P/SI Sample Reports and Descriptions	12	Demographic Reports	48
Individual Student Reports	12	Item Analysis Reports	50
Rosters	18	Parent Reports	56
Summary Reports	20	Comprehensive Reports	58
Demographic Reports	22	Student Record Labels	60
Item Analysis Reports	24	Acronyms	61
Parent Reports	30	Contact Information	62
Comprehensive Reports	32		

Introduction

This guide was developed to assist educators in understanding and using the Fall 2011 and Spring 2012 MI-Access assessment results.

The purpose of MI-Access reports is to provide teachers, parents, and other stakeholders with a point-in-time picture of what students with disabilities know and are able to do in specific content areas. To make the assessments more meaningful to students, all items selected for inclusion:

1. were designed with input from classroom teachers, and
2. are applicable to real world situations, that is, they reflect the knowledge and skills students need to be successful in school and as adults.

Understanding MI-Access results is important because when they are used in meaningful ways, they translate into better learning and improved student achievement.

The reports prepared for MI-Access include individual-level reports such as:

- Parent Reports
- Individual Student Reports
- Rosters
- Student Record Labels

The reports also include aggregate-level reports:

- Demographic Reports
- Summary Reports
- Comprehensive Reports

The aggregate reports are intended to reflect the data needed to meet the expectations of state and federal legislation. In accordance with these mandates, separate aggregate results are provided for the following three assessment types:

1. Functional Independence (FI)
2. Supported Independence (SI)
3. Participation (P)

As required by federal law, the assessments reflect Michigan's Grade Level Content Expectations (GLCEs), High School Content Expectations (HSCEs), and/or Benchmarks in these content areas; however, they have been extended—or reduced in depth, breadth, and complexity—so they are appropriate for the student populations being assessed. The Extended GLCEs (EGLCEs), Extended HSCEs (EHSCEs), and Extended Benchmarks (EBs) on which the MI-Access assessments are based can be downloaded from the MI-Access Web page at www.mi.gov/mi-access.

MI-Access Report List

The Individuals with Disabilities Education Act (IDEA) 1997, and the 2004 reauthorization of IDEA, require states to report alternate assessment data in the same frequency and manner as general assessment data. Therefore, MI-Access results are reported similarly to MEAP and MME results.

Using the assessment data provided by districts, the MI-Access contractor produces a variety of reports and provides them in hard copy form and/or online. (See Table below.)

Hard copies of district, school, and class reports are provided in results folders, all of which are arranged the same way: with a generic Table of Contents printed on the front that lists the full range of reports that could be contained in the folder; then, a more

detailed Table of Contents appears inside the folder that lists the reports that were actually generated using data specific to each district, school, and class. The folders contain one copy of each report listed in the detailed Table of Contents. The results folders are shipped by the MI-Access contractor to either the District Superintendent or to the District MI-Access Coordinator, depending on the option chosen by the district. That person is responsible for:

1. keeping the district's results, and
2. disseminating the School and Class Results Folders to School MI-Access Coordinators, and
3. delivering the parent reports to the schools for distribution to parents and/or guardians.

MI-Access Reports	State Results Online	District Results Folder	School Results Folder	Class Results Folder	Online Only
Summary Reports	X	X	X		
Demographic Reports	X	X	X		
Item Analysis Reports	X	X	X		
Rosters		X	X	X	
Individual Student Reports				X	
Student Labels			X		
Parent Reports			X		
District Comprehensive Reports (Functional Independence only)		X			
ISD Comprehensive Reports					X

Report Changes

Over the past year, several decisions have led to changes to the report designs. Some of the report changes were minor and some were more significant.

Released Items

The Bureau of Assessment and Accountability (BAA) will not be releasing test items as in past years, which means released items will not be a feature on the reports. Instead, the BAA will report on all item performance by subgroups are listed with item descriptor numbers that point to a description of the item in the Item Descriptor booklets (FI only). Item descriptors have been developed to assist with identifying proficiency strengths of students by items and EGLCE, EHSCE, and EB (see page 37).

Item Descriptor Booklets

Since released item booklets are not being produced, item descriptor booklets for Functional Independence will be available for reference purposes on the MI-Access web page. The content areas include grades 3-8 and 11 for math and grades 5, 8, and 11 for science. The accessing print and expressing ideas for Functional Independence tests will have an Item Descriptor Guide for reference purposes on the MI-Access web page. Item descriptor

booklets will not be provided for the P/SI reports (see page 37 for more information).

Scoring Focus for P/SI

This is a component of the P/SI assessment items that shows what administrators should look for when observing and scoring a student. It also is linked to the EGLCEs, EHSCEs, and EBs being measured.

Report Suppression Guideline

The current practice for providing aggregated reports requires a threshold of 10 or more students to be reported. The purpose for this is to protect certain students from being inadvertently identified due to the small number of students in a group or subgroup. This practice will continue with one clarification: the FI reports for grades 4, 7, and 11 accessing print and expressing ideas must both meet the minimum number of students in each of those content areas in order to generate a report. In other words, there must be a minimum of 10 students taking accessing print and 10 students taking expressing ideas for the aggregated report to be generated. Student-level reports will not be affected by this guideline.

Printing Reports

Printing Options

Districts have two printing options:

1. The full print option, (all available reports) or
2. The “green” option (default).

The green option reduces the number printed reports to individual student reports, parent reports, and student record labels only. If no option is selected by your district, the green option will be the default selection. Regardless of the selection, all reports continue to be available on the BAA Secure Site (www.michigan.gov/baa-secure) under the “Reports” tab by selecting “Student Test Scores.”

Report/Print Suppression

If you do not receive printed reports for all student and aggregate groups, the reasons may be:

- Invalid student scores - Students who have been marked as Prohibitive Behavior, Non-standard accommodation, test mis-administration, or out-of-level testing would not receive a valid score or be included in the reports.
- Aggregate reports will be produced however, if the number of students assessed is below 10 for a content area the data in the report will be suppressed. (See “Report Suppression Guideline” on page 5)
- Grade 4, 7, and 11 assess reading and writing for MI-Access which are specifically “accessing print and expressing ideas.” The threshold for printing these reports is 10 or more students in both of these areas on the aggregated reports. The print suppression rule will apply if either area is below 10.
- Schools may also have unpaid fees for missing barcode labels or late material return fees. Unpaid fees suppress the reports for all previous, current, and future administration reports. Once payment in full is received by the contractor, the reports would be released.
- If you received only parent reports, individual student reports, and student record labels, it is likely that the district did not make a print selection resulting in the green option as the default selection.
- Students that were not identified in MSDS as Special Education will not receive valid scores and as a result will not be included in any of the reports.

Content Areas Assessed

The MI-Access assessments are administered each school year in two different assessment cycles: grades 3 - 8 are administered in the fall and the grade 11 assessments are administered in the spring. They cover the following content areas:

- English language arts (P/SI grades 3-8 and 11),
- Accessing Print (FI grades 3-8, and 11),
- Expressing Ideas (FI grades 4, 7, and 11),
- Mathematics (grades 3-8 and 11), and
- Science (grades 5, 8, and 11).

See table below for information on grades and administration cycles

Grades and Content Areas Assessed with MI-Access							
Content Areas	Grade / Cycle						
	Fall						Spring
	3rd	4th	5th	6th	7th	8th	11th
ELA (P/SI)	X	X	X	X	X	X	X
Accessing Print (FI)	X	X	X	X	X	X	X
Expressing Ideas (FI)		X			X		X
Mathematics	X	X	X	X	X	X	X
Science			X			X	X
<i>P/SI = Participation and Supported Independence</i> <i>FI = Functional Independence</i>							

Participation and Supported Independence - Scoring

During the assessment, each student taking a Participation or Supported Independence assessment is observed by two people: a Primary Assessment Administrator (PAA) and a Shadow Assessment Administrator (SAA). The two assessment administrators simultaneously and independently score the student using a standardized scoring rubric that:

- is based on the student responding correctly, and
- takes into consideration the amount of assistance needed to engage the student in the item.

The PAA and SAA scores are added together to calculate a score for each item. Then, all of the item scores are added together to determine the student's total earned points for the assessment. (It should be noted that condition codes A, B, and C count as zero points.) In addition to earned points, students are assigned a performance level, which adds meaning to the total earned points students receive.

The P/SI scoring rubrics are shown in the table below.

MI-Access Participation (P) and Supported Independence (SI) Scoring Rubrics		
P Score Point/Condition Code	SI Score Point/Condition Code	Term
3	2	Responds correctly with no assessment administrator assistance
2	1	Responds correctly after assessment administrator provides verbal/physical cues
1	Not allowed in SI	Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A	A	Incorrect response
B	B	Resists/Refuses
C	C	Assessment administrator provides hand-over-hand assistance and/or step-by-step Directions

Performance Levels and Earned Points

There are three performance levels a student can achieve on the P/SI assessments:

1. Surpassed the Performance Standard,
2. Attained the Performance Standard, or
3. Emerging Toward the Performance Standard.

Performance Level Descriptors (PLDs) explain in detail what students need to do to achieve each of the three levels for ELA, mathematics, and science. They can be found on the MI-Access web page (www.mi.gov/mi-access).

To determine the total number of earned points needed to Surpass, Attain, or Emerge Toward the Performance Standard, the BAA involved educators and other stakeholders in an intensive standard-setting process. At the end of the standard-setting session, performance level and cut scores were recommended for each grade and content-area assessment.

The recommended cut scores were presented to the Michigan State Board of Education (SBE). The SBE approved the final cut scores and performance levels.

The number of earned points needed to achieve a particular performance level varies by type of assessment (Participation or Supported Independence), content area (ELA, mathematics, or science), and grade. The tables on the next two page show the number of earned points associated with each of the performance levels for ELA, mathematics, and science by grade.

Participation - Performance Levels and Earned Points Charts

Participation - English Language Arts – Performance Levels and Earned Points							
	Grade						
	3	4	5	6	7	8	11
Surpassed the Performance Standard	46-60	46-60	47-60	43-60	44-60	46-60	44-60
Attained the Performance Standard	19-45	20-45	21-46	19-42	19-43	23-45	19-43
Emerging Toward the Performance Standard	0-18	0-19	0-20	0-18	0-18	0-22	0-18

Participation - Mathematics – Performance Levels and Earned Points							
	Grade						
	3	4	5	6	7	8	11
Surpassed the Performance Standard	38-60	41-60	45-60	44-60	45-60	49-60	49-60
Attained the Performance Standard	17-37	20-40	24-44	23-43	25-44	28-48	28-48
Emerging Toward the Performance Standard	0-16	0-19	0-23	0-22	0-24	0-27	0-27

Participation - Science – Performance Levels and Earned Points			
	Grade		
	5	8	11
Surpassed the Performance Standard	75-90	78-90	81-90
Attained the Performance Standard	24-74	25-77	49-80
Emerging Toward the Performance Standard	0-23	0-24	0-48

Supported Independence - Performance Levels and Earned Points Charts

Supported Independence - English Language Arts – Performance Levels and Earned Points							
	Grade						
	3	4	5	6	7	8	11
Surpassed the Performance Standard	43-60	47-60	49-60	41-60	45-60	47-80	47-60
Attained the Performance Standard	24-42	30-46	33-48	23-40	27-44	29-46	29-46
Emerging Toward the Performance Standard	0-23	0-29	0-32	0-22	0-26	0-28	0-28

Supported Independence - Mathematics – Performance Levels and Earned Points							
	Grade						
	3	4	5	6	7	8	11
Surpassed the Performance Standard	41-60	44-60	48-60	37-60	42-60	41-60	46-60
Attained the Performance Standard	19-40	23-43	25-47	16-36	19-41	19-40	21-45
Emerging Toward the Performance Standard	0-18	0-22	0-24	0-15	0-18	0-18	0-20

Supported Independence - Science – Performance Levels and Earned Points			
	Grade		
	5	8	11
Surpassed the Performance Standard	62-68	58-68	61-68
Attained the Performance Standard	38-61	39-57	34-60
Emerging Toward the Performance Standard	0-37	0-38	0-33

P/SI - Sample Reports and Descriptions

This section of the guide includes a written description of each MI-Access P/SI report, accompanied by a sample. The purpose of these sample reports is to show where various components of assessment data will appear. Any student names that appear in these reports are fictitious and for sampling purposes only.

Individual Student Reports for English Language Arts

An Individual Student Report is provided for every student who takes part in the MI-Access P/SI English language arts (ELA) assessments. The report includes the following information:

Section A shows the name of the report, the assessment type (P/SI), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the Michigan Student Data System (MSDS).

Section C shows the teacher name, the class/group code (if available), the school name, and the school code. It also shows the student's performance summary, including his/her earned points out of the total possible points, and his/her performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard).

Section D provides the student's total score for the Accessing Information component of the assessment, as well as his/her scores for word study and comprehension.

Section E shows the student's score for the Expressing Ideas component of the assessment.

Section F shows the student's total score for ELA (Accessing Information plus Expressing Ideas).

The back page of the report includes the performance levels students can achieve, a description of how students are scored, and the relevant scoring rubric.

PARTICIPATION AND SUPPORTED INDEPENDENCE



INDIVIDUAL STUDENT REPORT

Participation - English Language Arts

Grade 3

Fall 2011



District Name: **Demo District**
District Code: **99999**

B

Student Name: **ADAMS, AMANDA M.**

State UIC: 90000100

Gender: F

English Language Learner: N

Date of Birth: 5/1/2002

Ethnicity: White

Formerly LEP: N

Student ID: 10000100

SpecEd: Y

C

Teacher Name: **Demo Class 21**
Class/Group Code: **0021**
School Name: **Demo School 20**
School Code: **99920**

STUDENT PERFORMANCE SUMMARY

Earned/Possible Points: 40/60

Performance Level: Attained the Performance Standard

EGLCE Code	STRAND or Scoring Focus	Earned/Possible Points
	ENGLISH LANGUAGE ARTS TOTAL	40/60
	ACCESSING INFORMATION	20/36
	Word Study	10/18
R.WS.e4.P.EG02a	Using semantic and syntactic cues to recognize familiar words	6/6
S.CN.e4.P.EG01a	Identifying simple grammatical structures	0/6
W.GN.e4.P.EG02a	Using poetic language	4/6
	Comprehension	10/18
L.CN.e4.P.EG01a	Following 1- and 2-step directions	4/6
R.CM.e4.P.EG02a	Identifying details from narrative text	0/6
R.NT.e4.P.EG03a	Answering questions regarding story elements	6/6
	EXPRESSING IDEAS	20/24
S.CN.e4.P.EG02a	Communicating with a variety of audiences and for different purposes	4/6
S.CN.e4.P.EG02a	Communicating with a variety of audiences and for different purposes	6/6
S.CN.e5.P.EG03a	Recognizing the need for appropriate voice volume in varied contexts	6/6
S.DS.e4.P.EG04a	Introducing self	4/6

F

D

E

Individual Student Reports for Mathematics

An Individual Student Report is provided for every student who takes part in the MI-Access P/SI Mathematics assessments. The report includes the following information:

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the student's barcode label and the Michigan Student Data System (MSDS).

Section C shows the teacher name, the class/group code (if available), the school name, and the school code. It also shows the student's performance summary, including his/her earned points out of the total possible points, and his/her performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard).

Section D shows the student's score for questions that relate to (1) Data and Probability, (2) Geometry and Trigonometry, (3) Measurement, (4) Numbers and Operations, and (5) Algebra and Functions for students in grades 6 through 8 and 11 taking the Supported Independence assessment.

Section E shows the student's total score for mathematics.

The back page of the report includes the performance levels students can achieve, a description of how students are scored, and the relevant scoring rubric.

PARTICIPATION AND SUPPORTED INDEPENDENCE



INDIVIDUAL STUDENT REPORT Supported Independence - Mathematics Grade 6 Fall 2011



District Name: **Demo District**
District Code: **99999**

B

Teacher Name: **Demo Class 10**
Class/Group Code: **0010**
School Name: **Demo School 10**
School Code: **99910**

C

Student Name: **BECK, MATTHEW C.**

State UIC: 90000013

Date of Birth: 5/1/1999

Student ID: 10000013

Gender: M

Ethnicity: Hispanic of Any Race

English Language Learner: Y

Formerly LEP: N

SpecEd: Y

STUDENT PERFORMANCE SUMMARY

Earned/Possible Points: 38/60

Performance Level: Surpassed the Performance Standard

EGLCE Code	STRAND or Scoring Focus	Earned/Possible Points
	MATHEMATICS TOTAL	38/60
	Data and Probability	6/8
D.RE.m7.SI.EG01b	Reading and interpreting pictographs with a scale of 1	4/4
D.RE.m7.SI.EG01e	Reading a work/activity schedule	2/4
	Geometry and Trigonometry	8/8
G.GS.m4.SI.EG02AA	Identifying common two-dimensional shapes	4/4
G.TR.m8.SI.EG10a	Identifying positions of objects in space using terms describing relative position	4/4
	Measurement	8/16
A.RP.m6.SI.EG10a	Comparing approximate temperatures in order to solve problems	4/4
G.SR.m7.SI.EG01a	Identifying the appropriate measuring device for length or weight	4/4
M.UN.m6.SI.EG01d	Sequencing days of the week or months of the year	0/4
M.UN.m6.SI.EG01e	Identifying different coins and bills	0/4
	Numbers and Operations	16/24
N.ME.m6.SI.EG05a	Demonstrating understanding of the phrases same as, greater than, and less than	0/4
N.ME.m6.SI.EG05a	Demonstrating understanding of the phrases same as, greater than, and less than	4/4
N.ME.m6.SI.EG05b	Counting up to 50 using whole numbers	2/4
N.ME.m6.SI.EG05c	Filling in missing numbers on a number line	2/4
N.ME.m6.SI.EG06a	Recognizing and/or naming commonly used fractions	4/4
N.ME.m6.SI.EG06b	Selecting appropriate numbers in order to solve problems	4/4
	Algebra and Functions	0/4
A.FO.m6.SI.EG06a	Identifying the unknown component and quantity in an applied problem	0/4

E

D

Note: See reverse for additional information

Page 1 of 1

Individual Student Reports for Science

An Individual Student Report is provided for every student who takes part in the MI-Access P/SI Science assessments. The report includes the following information:

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the Michigan Student Data System (MSDS).

Section C shows the teacher name, the class/group code (if available), the school name, and the school code. It also shows the student's performance summary, including his/her earned points out of the total possible points, and his/her performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard).

Section D shows the student's score for questions that relate to (1) Constructing New Scientific Knowledge, (2) Reflecting on Scientific Knowledge, (3) Using Life Science Knowledge, (4) Using Physical Science Knowledge, and (5) Using Earth Science Knowledge.

Section E shows the student's total score for science.

The back page of the report includes the performance levels students can achieve, a description of how students are scored, and the relevant scoring rubric.

PARTICIPATION AND SUPPORTED INDEPENDENCE



INDIVIDUAL STUDENT REPORT

Participation - Science
Grade 5
Fall 2011



District Name: **Demo District**
District Code: **99999**

Teacher Name: **Demo Class 13**
Class/Group Code: **0013**
School Name: **Demo School 13**
School Code: **99913**

Student Name: **BREEN, MARY**

State UIC: 90000170

Gender: M

English Language Learner: N

Date of Birth: 5/1/1999

Ethnicity: White

Formerly LEP: N

Student ID: 10000170

SpecEd: Y

STUDENT PERFORMANCE SUMMARY

Earned/Possible Points: 0/90

Performance Level: Emerging Toward the Performance Standard

EB Code	STRAND or Scoring Focus	Earned/Possible Points
	SCIENCE TOTAL	0/90
	Constructing New Scientific Knowledge	0/6
C.CN.P.EB.I.1.e.1a	Responding to questions about the world based on observation or experience	0/6
	Reflecting on Scientific Knowledge	0/6
R.RO.P.EB.II.1.e.4a	Developing an awareness of the natural world	0/6
	Using Life Science Knowledge	0/30
L.CE.P.EB.III.1.m.1ADDe	Discriminating between living and non-living things	0/6
L.OR.P.EB.III.2.e.1a	Identifying observable characteristics and/or body parts of animals	0/6
L.OR.P.EB.III.2.e.2a	Identifying plants and animals	0/6
L.OR.P.EB.III.2.e.2a	Identifying plants and animals	0/6
L.OR.P.EB.III.2.e.2a	Identifying plants and animals	0/6
	Using Physical Science Knowledge	0/30
P.ME.P.EB.IV.1.e.4a	Identifying and/or using parts of electrical circuits in common activities	0/6
P.MO.P.EB.IV.3.e.1a	Recognizing movement of objects, including the body	0/6
P.MO.P.EB.IV.3.e.4a	Identifying simple machines in activities that change effort	0/6
P.WV.P.EB.IV.4.e.1a	Identifying different characteristics of sound	0/6
P.WV.P.EB.IV.4.e.3a	Identifying light sources in common activities	0/6
	Using Earth Science Knowledge	0/18
E.AW.P.EB.V.3.e.1a	Identifying appropriate activities related to weather conditions	0/6
E.GE.P.EB.V.1.e.6a	Identifying and/or demonstrating everyday routines related to conservation	0/6
E.HY.P.EB.V.2.e.3a	Identifying routines involving the use of water in various situations	0/6

Note: See reverse for additional information

Page 1 of 1

Rosters (Class, School, District)

The MI-Access P/SI rosters for class, school, and district are identical in format. For that reason, only a Class Roster—one for ELA, one for mathematics, and one for science—are included in this guide. The reports include the following information:

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, the total number of students assessed, and the mean earned points.

Section C shows the teacher name, the class/group code (if available), the school name, and the school code.

Section D lists alphabetically the students who took part in the assessment. It also shows each student's state Unique Identification Code (UIC), and date of birth.

Section E shows the student's performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard).


Section F shows the student's scores by assessment component (for ELA) or by strand (for mathematics and science); the total points possible for that component or strand; each EGLCE, EHSCE, or EB assessed; the scores or condition codes given by the Primary Assessment Administrator and the Shadow Assessment Administrator for each item.

Section G shows the student's total earned points for the assessment. (The total earned points possible are shown in the column heading.)

Section H includes a key and information on the acronyms used on the report.

The back page of the reports includes the performance levels students can achieve, a description of how students are scored, and the relevant scoring rubric.

PARTICIPATION AND SUPPORTED INDEPENDENCE




CLASS ROSTER

Participation - Mathematics

Grade 7

Fall 2011



District Name: **Demo District**
District Code: **99999**


Teacher Name: **Demo Class 21**
Class Group Code: **0021**
School Name: **Demo School 20**
School Code: **99920**

No. of Students Assessed: **3**

Mean Earned Points: **22**

Student Information	Performance Level	Measurement Administrator	Data and Probability		Geometry		Measurement		Numbers and Operations				Numbers and Operations Total (out of 24)	Earned Points Total (out of 60)		
			Date and Probability Total (out of 4)		Geometry Total (out of 18)		Measurement Total (out of 12)		Numbers and Operations Total (out of 24)							
			D.NE.m.7.P.E001b	G.GS.m.7.P.E002Aa	G.TM.m.7.P.E001b	G.TM.m.7.P.E001b	G.SM.m.7.P.E001a	M.UN.m.7.P.E001c	N.NE.m.7.P.E005a	N.NE.m.7.P.E005c	N.NE.m.7.P.E005d	N.NE.m.7.P.E005a				
HOLTZ, DIANE A LIC: 90005062 DOB: 5/1/1999	E	PAA SAA	B 0	A 0	B 0	B 0	A 0	A 0	A 0	A 0	A 0	B 1	2	2		
IBERSON, ASHLEY M LIC: 90005063 DOB: 5/1/1999	E	PAA SAA	3 1	6 A	C 2	4 A	C 0	A 0	A 0	2 1	1 1	3 3	12	22		
JOHNSON, NIKKI R LIC: 90005064 DOB: 5/1/1999	A	PAA SAA	2 2	4 2	2 2	2 2	12 2	2 1	6 3	3 3	2 2	2 2	20	42		

ER
- Science



Teacher Name: **Demo Class 6**
Class Group Code: **0006**
School Name: **Demo School 6**
School Code: **99906**

Performance Level Key: S - Surpassed
A - Attained
E - Emerging

Page 1 of 3

MI-Access Guide to Reports, 2011-2012 19

Summary Reports (School, District, and State)

Summary reports are essentially executive summaries of student scores for the school, district, or state reported by assessment type, year, grade, and content area. These reports are produced only when ten or more students in a particular grade take part in the same assessment.

Since summary reports for the school, district, and state are formatted the same way regardless of the content area, just one—a School Summary Report for mathematics—is included in this guide. The report includes the following information:

Section A includes the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code.

Section C shows the school name and code.

Section D shows the total number of students assessed, the mean earned points, and the number and percent of students assessed that Surpassed, Attained, or are Emerging Toward the Performance Standard.

Section E shows the number and percent of students that earned points in particular score ranges. This chart is called a frequency distribution chart and graphically displays student performance by achievement levels.

The back page of the report includes the performance levels students can achieve, a description of how students are scored, and the relevant scoring rubric.

PARTICIPATION AND SUPPORTED INDEPENDENCE



District Name: **Demo District**
District Code: **99999**

B

SCHOOL SUMMARY REPORT Supported Independence - Mathematics Grade 7 Fall 2011

A



C

School Name: **Demo School 2**
School Code: **99902**

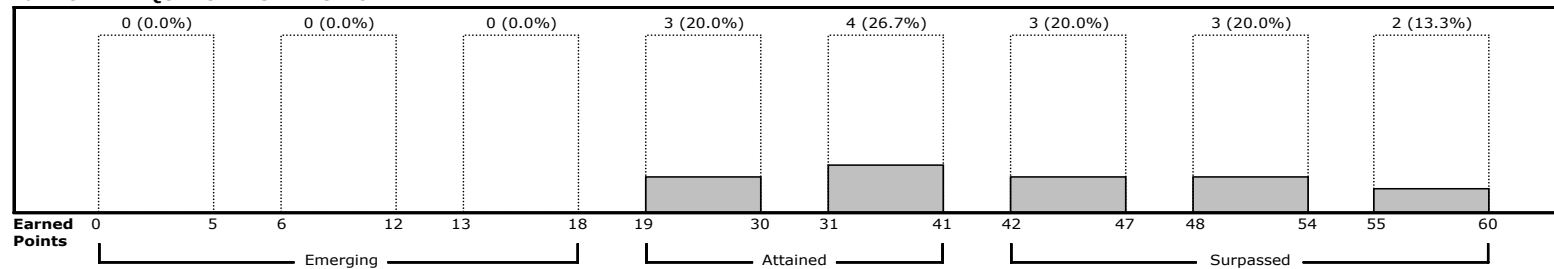
D

ACHIEVEMENT

Year	No. of Students Assessed	Mean Earned Points	Number and Percent of Students					
			Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %
2011	15	39	0	0.0	7	46.7	8	53.3
2010	NA	NA	NA	NA	NA	NA	NA	NA
2009	NA	NA	NA	NA	NA	NA	NA	NA
2007	NA	NA	NA	NA	NA	NA	NA	NA

E

Fall 2011 FREQUENCY DISTRIBUTION



NA = Not Applicable * < 10 students assessed
Note: See reverse for additional information

Page 1 of 1

Demographic Reports (School, District and State)

Demographic reports provide information on the overall performance of students in a school, district, or state by reporting group. The information is obtained from the Michigan Student Data System (MSDS). Data are reported only when there are ten or more students in a particular category who participated in the same assessment.

Since the format of the school, district, and state reports is similar, only the District Demographic Report is included in this guide. The report includes the following information:

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the assessment grade, and the year the assessments were administered.

Section B shows the name of the district and the district code.

Section C includes the groups by which demographic data are reported (gender, ethnicity, and additional reporting groups).

Section D shows the total number of students assessed and the mean earned points for each group by content area.

Section E shows the number and percent of students within each group that achieved each performance level (Surpassed, Attained, or Emerging Toward the Performance Standard) by content area.

The back page of the report includes the performance levels students can achieve.

PARTICIPATION AND SUPPORTED INDEPENDENCE



DISTRICT DEMOGRAPHIC REPORT

A
Participation
Grade 5
Fall 2011



District Name: **Demo District**
District Code: **99999**

B

	English Language Arts								Mathematics							
	No. of Students Assessed	Mean Earned Points	Emerging # %		Attained # %		Surpassed # %		No. of Students Assessed	Mean Earned Points	Emerging # %		Attained # %		Surpassed # %	
District																
All Students <div>C</div>	21	28	6	28.6	13	61.9	2	9.5	21	27	10	47.6	9	42.9	2	9.5
Gender																
Male	11	25	4	36.4	7	63.6	0	0.0	11	24	7	63.6	4	36.4	0	0.0
Female	10	31	2	20.0	6	60.0	2	20.0	10	29	3	30.0	5	50.0	2	20.0
Ethnicity	<div>D</div>								<div>D</div>							
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	*	*	*	*	*	<div>E</div>	*	*	*	*	*	*	<div>E</div>	*	*	*
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic of Any Race	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Additional Reporting Groups																
Economically Disadvantaged: Yes	10	31	1	10.0	7	70.0	2	20.0	10	32	3	30.0	5	50.0	2	20.0
Economically Disadvantaged: No	11	24	5	45.5	6	54.5	0	0.0	11	22	7	63.6	4	36.4	0	0.0
English Language Learners: Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners: No	18	28	5	27.8	11	61.1	2	11.1	18	28	8	44.4	8	44.4	2	11.1
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

* < 10 students assessed

Page 1 of 2

Note: See reverse for additional information

Item Analysis Report for English Language Arts (School, District and State)

Item analysis reports provide aggregated performance data on the assessment items by test components and EGLCEs/EHSCEs. The reports can be used by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. The reports also show the degree to which Primary and Shadow Assessment Administrators (PAA/SAAs) agree in giving students the same scores or condition codes (referred to in this report as PAA/SAA Consistency). Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the English Language Arts (ELA) school, district, and state reports is similar, only the District Item Analysis Report for ELA is included in this guide. The report includes the following information:

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total

number of students assessed.

Section C provides the scoring focus for the items that are being presented by assessment component. Then, it shows the code for the EGLCE or EHSCE assessed. The scoring focus links item(s) directly to the EGLCE or EHSCE being measured and describes what assessment administrators were looking for while administering the test.

Section D shows the percentage of students who received a score point or condition code for each item(s).

Section E shows the percent of consistency between the Primary and Shadow Assessment Administrators scores.

Section F is a footnote that provides an explanation of the scoring consistency between the Primary and Shadow Assessment Administrators.

The back page of the report includes a description of how students are scored, and the relevant scoring rubric.

PARTICIPATION AND SUPPORTED INDEPENDENCE



DISTRICT ITEM ANALYSIS REPORT

Participation - English Language Arts

A
Grade 3
Fall 2011



District Name: **Demo District**
District Code: **99999**

B

No. of Students Assessed: **18**

ASSESSMENT COMPONENT Strand Scoring Focus	EGLCE Code	Percent of Students at Each Score							PAA/SAA Consistency		
		0 %	1 %	2 %	3 %	4 %	5 %	6 %	Agree %	Adjacent %	Non- Adjacent %
ACCESSING INFORMATION				D						E	
Word Study											
Using semantic and syntactic cues to recognize familiar words	R.WS.e4.P.EG02a	44.4	0.0	5.6	0.0	27.8	0.0	22.2	100	0.0	0.0
Identifying simple grammatical structures	S.CN.e4.P.EG01a	27.8	0.0	5.6	0.0	22.2	5.6	38.9	94.4	5.6	0.0
Using poetic language	W.GN.e4.P.EG02a	22.2	0.0	11.1	0.0	33.3	0.0	33.3	100	0.0	0.0
Comprehension											
Following 1- and 2-step directions	L.CN.e4.P.EG01a	38.9	0.0	22.2	0.0	27.8	0.0	11.1	100	0.0	0.0
Identifying details from narrative text	R.CM.e4.P.EG02a	38.9	0.0	5.6	0.0	22.2	0.0	33.3	100	0.0	0.0
Answering questions regarding story elements	R.NT.e4.P.EG03a	27.8	0.0	5.6	0.0	27.8	0.0	38.9	100	0.0	0.0
EXPRESSING IDEAS											
Communicating with a variety of audiences and for different purposes	S.CN.e4.P.EG02a	16.7	0.0	11.1	0.0	38.9	0.0	33.3	100	0.0	0.0
Communicating with a variety of audiences and for different purposes	S.CN.e4.P.EG02a	33.3	0.0	16.7	0.0	22.2	0.0	27.8	100	0.0	0.0
Recognizing the need for appropriate voice volume in varied contexts	S.CN.e5.P.EG03a	16.7	0.0	5.6	0.0	44.4	0.0	33.3	100	0.0	0.0
Introducing self	S.DS.e4.P.EG04a	50.0	0.0	22.2	0.0	22.2	0.0	5.6	100	0.0	0.0

Agree % - Percentage of ratings that receive the same score point or condition code from the Primary and Shadow Assessment Administrators

Adjacent % - Percentage of ratings that differ by one score point from the Primary and Shadow Assessment Administrators

Non-Adjacent % - Percentage of ratings that differ by more than one score point or those that do not receive the same condition codes from the Primary and Shadow Assessment Administrators

F

Note: See reverse for additional information

Item Analysis Report for Mathematics (School, District and State)

Item analysis reports provide aggregated performance data on the assessment items by test components and EGLCEs/EHSCEs. The reports can be used by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. The reports also show the degree to which Primary and Shadow Assessment Administrators (PAA/SAAs) agree in giving students the same scores or condition codes (referred to in this report as PAA/SAA Consistency). Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the mathematics school, district, and state reports is similar, only the District Item Analysis Report for mathematics is included in this guide. The report includes the following information:

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of students assessed.

Section C provides the scoring focus for the items that are being presented by strand. Then, it shows the code for the EGLCE or EHSCE assessed. The scoring focus links item(s) directly to the EGLCE or EHSCE being measured and describes what assessment administrators were looking for while administering the test.

Section D shows the percentage of students who received a score point or condition code for each EGLCE or EHSCE.

Section E shows the percent of consistency between the Primary and Shadow Assessment Administrators scores.

Section F is a footnote that provides an explanation of the scoring consistency between the Primary and Shadow Assessment Administrators.

The back page of the report includes a description of how students are scored, and the relevant scoring rubric.

PARTICIPATION AND SUPPORTED INDEPENDENCE



DISTRICT ITEM ANALYSIS REPORT

Supported Independence - Mathematics

Grade 5

Fall 2011



District Name: **Demo District**
District Code: **99999**

No. of Students Assessed: **12**

Strand Scoring Focus	EGLCE Code	Percent of Students at Each Score					PAA/SAA Consistency		
		0 %	1 %	2 %	3 %	4 %	Agree %	Adjacent %	Non- Adjacent %
Data and Probability									
Demonstrating knowledge of 1:1 correspondence	D.RE.e4.SI.EG02b	25.0	16.7	33.3	8.3	16.7	75.0	8.3	16.7
Identifying what data are needed to solve a problem	D.RE.e4.SI.EG03a	25.0	0.0	33.3	8.3	33.3	91.7	8.3	0.0
Geometry and Trigonometry									
Identifying common two-dimensional shapes	G.GS.e4.SI.EG02a	0.0	0.0	0.0	0.0	100	100	0.0	0.0
Identifying common two-dimensional shapes	G.GS.e4.SI.EG02a	0.0	0.0	0.0	0.0	100	100	0.0	0.0
Matching objects to their outlines	G.SR.e4.SI.EG03a	8.3	0.0	16.7	0.0	75.0	91.7	0.0	8.3
Demonstrating knowledge of routes used to navigate the school	G.TR.e4.SI.EG05a	0.0	8.3	33.3	16.7	41.7	75.0	16.7	8.3
Measurement									
Associating time with common events of the day	M.UN.e4.SI.EG01a	16.7	0.0	50.0	8.3	25.0	91.7	8.3	0.0
Knowing and using common words for relative time	M.UN.e4.SI.EG01b	16.7	8.3	25.0	8.3	41.7	83.3	8.3	8.3
Numbers and Operations									
Demonstrating knowledge of basic addition and/or subtraction	N.FL.e4.SI.EG08a	0.0	8.3	33.3	0.0	58.3	91.7	0.0	8.3
Selecting appropriate numbers to solve problems and calculate a sum or difference	N.FL.e4.SI.EG08b	41.7	0.0	50.0	8.3	0.0	91.7	8.3	0.0
Demonstrating understanding of the terms same and more	N.ME.e4.SI.EG01a	8.3	8.3	16.7	0.0	66.7	91.7	0.0	8.3
Counting up to 20 using whole numbers	N.ME.e4.SI.EG01b	33.3	8.3	33.3	0.0	25.0	66.7	0.0	33.3
Using ordinal terms to identify position in a sequence and/or complete a sequence	N.ME.e4.SI.EG01d	0.0	0.0	58.3	25.0	16.7	75.0	25.0	0.0
Using ordinal terms to identify position in a sequence and/or complete a sequence	N.ME.e4.SI.EG01d	8.3	0.0	58.3	8.3	25.0	91.7	8.3	0.0
Creating and/or extending simple patterns	N.MR.e4.SI.EG07a	16.7	0.0	8.3	8.3	66.7	83.3	8.3	8.3

Agree % - Percentage of ratings that receive the same score point or condition code from the Primary and Shadow Assessment Administrators

Adjacent % - Percentage of ratings that differ by one score point from the Primary and Shadow Assessment Administrators

Non-Adjacent % - Percentage of ratings that differ by more than one score point or those that do not receive the same condition codes from the Primary and Shadow Assessment Administrators

Note: See reverse for additional information

Item Analysis Report for Science (School, District and State)

Item analysis reports provide aggregated performance data on the assessment items by test components and Extended Benchmarks (EB). The reports can be used by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. The reports also show the degree to which Primary and Shadow Assessment Administrators (PAA/SAAs) agree in giving students the same scores or condition codes (referred to in this report as PAA/SAA Consistency). Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the science school, district, and state reports is similar, only the District Item Analysis Report for science is included in this guide. The report includes the following information:

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of students assessed.

Section C provides scoring focus for the items that are being presented by assessment component. Then, it shows the code for the EB assessed. The scoring focus links item(s) directly to the EB being measured and describes what assessment administrators were looking for while administering the test.

Section D shows the percentage of students who received a score point or condition code for each EB(s).

Section E shows the percent of consistency between the Primary and Shadow Assessment Administrators scores.

Section F is a footnote that provides an explanation of the scoring consistency between the Primary and Shadow Assessment Administrators.

The back page of the report includes a description of how students are scored, and the relevant scoring rubric.

PARTICIPATION AND SUPPORTED INDEPENDENCE



DISTRICT ITEM ANALYSIS REPORT

Participation - Science

A

Grade 5
Fall 2011



District Name: **Demo District**
District Code: **99999**

B

No. of Students Assessed: **21**

Strand Scoring Focus	EB Code	Percent of Students at Each Score							PAA/SAA Consistency		
		0 %	1 %	2 %	3 %	4 %	5 %	6 %	Agree %	Adjacent %	Non- Adjacent %
Constructing New Scientific Knowledge				D						E	
Responding to questions about the world based on observation or experience	C.CN.P.EB.I.1.e.1a	57.1	0.0	0.0	4.8	19.0	0.0	19.0	95.2	4.8	0.0
Reflecting on Scientific Knowledge											
Developing an awareness of the natural world	R.RO.P.EB.II.1.e.4a	66.7	0.0	9.5	0.0	19.0	0.0	4.8	100	0.0	0.0
Using Life Science Knowledge											
Discriminating between living and non-living things	L.CE.P.EB.III.1.m.1ADDe	47.6	0.0	19.0	0.0	9.5	0.0	23.8	100	0.0	0.0
Identifying observable characteristics and/or body parts of animals	L.OR.P.EB.III.2.e.1a	33.3	0.0	19.0	0.0	14.3	0.0	33.3	100	0.0	0.0
Identifying plants and animals	L.OR.P.EB.III.2.e.2a	19.0	0.0	19.0	0.0	33.3	0.0	28.6	100	0.0	0.0
Identifying plants and animals	L.OR.P.EB.III.2.e.2a	33.3	0.0	4.8	0.0	28.6	4.8	28.6	95.2	4.8	0.0
Identifying plants and animals	L.OR.P.EB.III.2.e.2a	61.9	0.0	14.3	0.0	14.3	0.0	9.5	100	0.0	0.0
Using Physical Science Knowledge											
Identifying and/or using parts of electrical circuits in common activities	P.ME.P.EB.IV.1.e.4a	23.8	0.0	9.5	4.8	14.3	0.0	47.6	95.2	0.0	4.8
Recognizing movement of objects, including the body	P.MO.P.EB.IV.3.e.1a	47.6	0.0	14.3	0.0	23.8	0.0	14.3	100	0.0	0.0
Identifying simple machines in activities that change effort	P.MO.P.EB.IV.3.e.4a	57.1	0.0	4.8	0.0	9.5	0.0	28.6	100	0.0	0.0
Identifying different characteristics of sound	P.WV.P.EB.IV.4.e.1a	47.6	0.0	23.8	0.0	9.5	0.0	19.0	100	0.0	0.0
Identifying light sources in common activities	P.WV.P.EB.IV.4.e.3a	52.4	0.0	14.3	0.0	9.5	0.0	23.8	100	0.0	0.0
Using Earth Science Knowledge											
Identifying appropriate activities related to weather conditions	E.AW.P.EB.V.3.e.1a	33.3	0.0	9.5	0.0	19.0	0.0	38.1	100	0.0	0.0
Identifying and/or demonstrating everyday routines related to conservation	E.GE.P.EB.V.1.e.6a	71.4	0.0	4.8	0.0	4.8	4.8	14.3	95.2	4.8	0.0
Identifying routines involving the use of water in various situations	E.HY.P.EB.V.2.e.3a	38.1	0.0	23.8	0.0	9.5	0.0	28.6	100	0.0	0.0

F

Agree % - Percentage of ratings that receive the same score point or condition code from the Primary and Shadow Assessment Administrators

Adjacent % - Percentage of ratings that differ by one score point from the Primary and Shadow Assessment Administrators

Non-Adjacent % - Percentage of ratings that differ by more than one score point or those that do not receive the same condition codes from the Primary and Shadow Assessment Administrators

Note: See reverse for additional information

Parent Reports

Parent reports, which include an introductory letter from the state Superintendent of Public Instruction, are designed to provide customized student assessment information to the parents or guardians of each student assessed. Parent reports should be distributed to parents or guardians as soon as possible after receiving them. The MI-Access P/SI Parent Reports include the following information:

Section A shows the name of the report, the assessment in which the student took part (Participation or Supported Independence), the assessment grade, and the year the assessments were administered.

Section B provides basic demographic information about the student, which was obtained from the Michigan Student Data System (MSDS).

Section C includes a table showing, by content area, the total points the student earned out of the total points possible, as well as the performance levels the student achieved.

Section D provides detailed information on the P/SI assessments, a description of how they are scored, and information on the relevant scoring rubric.

Section E provides detailed information on the components of the English language arts (ELA) assessment, and how the student performed by assessment component and overall.

Section F provides detailed information on the strands included in the mathematics assessment, and how the student performed by assessment strand and overall.

Section G provides detailed information on the strands included in the Science assessment, and how the student performed by assessment strand and overall.

PARTICIPATION AND SUPPORTED INDEPENDENCE



PARENT REPORT Participation Grade 5 Fall 2011



Student Name: **MARY BREEN**
District Student ID: **10000170**
State UIC: **90000170**

School Name: **Demo School 13**
District Name: **Demo District**

Dear Parent or Guardian:

In fall 2011, your child took part in the MI-Access Participation assessments, which are used, along with other information, to determine what students know and are able to do in certain grades and in certain content areas (English language arts, mathematics, and/or science). These assessments are based on the Participation Extended Grade Level Content Expectations (EGLCEs) and/or Extended Benchmarks (EBs), which reflect a level of complexity that is appropriate for the students being assessed. (For more details on the EGLCEs and EBs, go to www.mi.gov/mi-access.)

The fall 2011 results for your child are shown in the table below. We encourage you to discuss these results with teachers and other school professionals who have the benefit of knowing your child personally. Teachers are able to use the results, together with other assessment and classroom performance information, to provide a more complete picture of student achievement and plan for future learning.

C

Content Area	Earned/Possible Points	Fall 2010 Performance Level
ELA	6/60	Emerging Toward the Performance Standard
Mathematics	12/60	Emerging Toward the Performance Standard
Science	0/90	Emerging Toward the Performance Standard

Parents and teachers have a greater chance of helping children succeed when they work together to encourage student learning. For that reason, the following questions have been included to help spur meaningful discussion.

- How can we use this report to determine my child's strengths?
- What can we do at school and at home to reinforce these strengths?
- In what areas does my child need additional work?
- What can we do at school and at home to provide opportunities and experiences for my child to improve?
- What opportunities does my child receive as part of daily instruction that relate to what was assessed?

The following page of this report describes the assessments administered at this grade and provides details on your child's performance on these assessments. We hope you find this information helpful and informative.

Sincerely,

Mike Flanagan
Superintendent of Public Instruction
State of Michigan

GENERAL INFORMATION ABOUT THE MI-ACCESS PARTICIPATION ASSESSMENTS

The MI-Access Participation assessments cover three content areas: English language arts (ELA) and mathematics in grades 3-8, and science in grades 5 and 8. They use two types of item (or question) formats: (1) activity-based observation, where students are observed while they take part in a familiar classroom activity or routine; and (2) selected response, where students are read a question and asked to select the correct response from two picture answer choices. To the maximum extent possible, items – regardless of their format – reflect the real-world contexts of daily living, community experience, and/or employment.

During the assessment, each student is simultaneously and independently observed and scored by two scorers: a Primary Assessment Administrator (PAA) and a Shadow Assessment Administrator (SAA). A student may receive a score point (1, 2, or 3) or a condition code (A, B, or C). The rubric that is used to determine what score or code a student receives is based on the student responding correctly and takes into consideration the amount of assistance required to engage him or her in the item. The PAA and SAA scores are added together to calculate earned points for each item; then, the earned points are added together to obtain a total assessment score. (Condition codes, multiple marks, and omitted scores count as zeros when calculating earned points.)

ENGLISH LANGUAGE ARTS

The MI-Access Participation ELA Assessment has two components: Accessing Information, which includes word study and comprehension; and Expressing Ideas. In the Accessing Information portion of the ELA assessment, students are asked to (1) identify familiar words using print, pictures, and/or objects; and (2) demonstrate their understanding of and/or respond to various forms of information, such as following verbal or written directions, or answering questions from narrative or informational text.

In the Expressing Ideas portion of the ELA assessment, students are asked to express their thoughts about various topics, such as academic subjects, self-advocacy, and effective communication. Students can use one or a combination of response modes to express themselves, including writing, drawing, speaking, or gesturing.

The scores for word study (see A) and comprehension (see B) are added together to obtain a total score for Accessing Information (see C). Then, the Accessing Information score is added to the Expressing Ideas score (see D) to obtain an overall score, or total earned points, for ELA (see E). The table on the right shows your child's ELA scores.

Performance by Assessment Component	
	Earned/Possible Points
ACCESSING INFORMATION (AI)	
WORD STUDY	0/18
COMPREHENSION	0/18
TOTAL (AI)	0/36
EXPRESSING IDEAS (EI)	6/24
TOTAL (AI + EI)	6/60

MATHEMATICS

The MI-Access Participation Mathematics Assessment focuses on four areas: Data and Probability (see A), Geometry (see B), Measurement (see C), and Numbers and Operations (see D). The scores for the four areas are added together to obtain a student's overall score, or total earned points, for mathematics (see E). The table on the right shows your child's mathematics scores.

Performance by Assessment Strand	
	Earned/Possible Points
DATA AND PROBABILITY	0/6
GEOMETRY	12/24
MEASUREMENT	0/12
NUMBERS AND OPERATIONS	0/18
TOTAL	12/60

SCIENCE

The MI-Access Participation Science Assessment focuses on five areas: Constructing New Scientific Knowledge (see A), Reflecting on Scientific Knowledge (see B), Using Life Science Knowledge (see C), Using Physical Science Knowledge (see D), and Using Earth Science Knowledge (see E). The scores for the five areas are added together to obtain a student's overall score, or total earned points, for science (see F). The table on the right shows your child's science scores.

Performance by Assessment Strand	
	Earned/Possible Points
CONSTRUCTING NEW SCIENTIFIC KNOWLEDGE	0/6
REFLECTING ON SCIENTIFIC KNOWLEDGE	0/6
USING LIFE SCIENCE KNOWLEDGE	0/30
USING PHYSICAL SCIENCE KNOWLEDGE	0/30
USING EARTH SCIENCE KNOWLEDGE	0/18
TOTAL	0/90

Comprehensive Reports (Intermediate School District)

Comprehensive reports provide information on the overall performance of each school within a given local school district or the overall performance of each local school district within an intermediate school district (ISD) by grade.

School data are included in district reports only when ten or more students in the same school take part in the same assessment, and district data are included in ISD reports only when 10 or more students in the same district take part in the same assessment.

Since District Comprehensive Reports are not provided for P/SI, only the ISD Comprehensive Report is included in this guide. The report includes the following information:

Section A shows the name of the report, the assessment type, the assessment grade, and the year the assessments were administered.

Section B shows the name of the ISD and the ISD code.

Section C lists the districts for which data are reported.

Section D shows the total number of students assessed and the mean earned points for each district by content area.

Section E shows, by content area, the number of students assessed, mean earned points, and the number plus the percentage of students who achieved each performance level (Surpassed, Attained, or Emerging Toward the Performance Standard).

The back page of the report includes the performance levels students can achieve for each content area and the scale score range that corresponds to each performance level.

PARTICIPATION AND SUPPORTED INDEPENDENCE



ISD Name: **Demo ISD**
ISD Code: **99**

ISD COMPREHENSIVE REPORT Supported Independence Grade 8 Fall 2011



	English Language Arts					Mathematics					Science				
	No. of Students Assessed	Mean Earned Points	Emerging # and %	Attained # and %	Surpassed # and %	No. of Students Assessed	Mean Earned Points	Emerging # and %	Attained # and %	Surpassed # and %	No. of Students Assessed	Mean Earned Points	Emerging # and %	Attained # and %	Surpassed # and %
Demo District (999999)	14	42	4 28.6%	4 28.6%	6 42.9%	14	39	1 7.1%	5 35.7%	8 57.1%	11	46	2 18.2%	8 72.7%	1 9.1%

* < 10 students assessed

† No students assessed

Page 1 of 1



Student Record Labels

Student Record Labels are included in School Results Folders for every student who participated in the MI-Access P/SI ELA, mathematics, and science assessments. They include the following information:

Section A shows the assessment (Participation or Supported Independence), the assessment grade, and the year the assessments were administered.

Section B includes the student's name, the school name and code, the district name and code, the student's state UIC, the student's school ID, and other identifying information.

Section C shows the student's total earned points out of the total possible points (for each content area in which he/she was assessed) and his/her corresponding performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard). The performance level change is also indicated when available.

		Supported Independence Grade 7 Fall 2011		
O SHAY, SUSAN L.		Stu ID: 10000153		
School: Demo School 1 (99901) District: Demo District (99999) State UIC: 90000153		Date of Birth: 05/01/1999		Gender: F
ELA	20/60	Emerging		
Mathematics	20/60	Attained		

MI-Access Functional Independence

Scoring

For the Functional Independence assessments, students earn one point for each correct answer, except on the Expressing Ideas assessment (grades 4, 7, and 11 only) where they can earn up to 4 points for their response to the prompt.

The score for each item (excluding expressing ideas) are added together to determine the student's total earned points for the assessment. In addition to earned points, students receive a scale score and are assigned a performance level, which adds meaning to their score.

Explaining MI-Access Scale Scores

Each student who receives the same total earned points in a given year on a particular assessment will have the same scale score and performance level. However, students who have the same total earned points on a particular assessment in consecutive years may not have the same scale score or performance levels since assessments in consecutive years may differ slightly in difficulty. These slight differences in difficulty between assessments are controlled during the process used to create scale scores each year. The scale

scores and performance levels are comparable and designed to have the same meaning across years.

Scale scores and performance levels are computed for Accessing Print (AP), mathematics, and science. Scale scores are not computed for Expressing Ideas (EI) as there are not enough points to determine scale scores or performance levels for these assessments.

Performance Levels

There are three performance levels a student can achieve on the MI-Access Functional Independence assessments:

1. Surpassed the Performance Standard,
2. Attained the Performance Standard, or
3. Emerging Toward the Performance Standard.

Performance Level Descriptors (PLDs) explain in detail what students need to do to achieve each of the three levels for accessing print, mathematics, and science. Performance level descriptors are not available for Expressing Ideas. They can be found on the MI-Access Web page (www.mi.gov/mi-access).

Performance Level Change

In addition to receiving a scale score and a performance level, information is provided on

1. where a student's scale score fell within the performance level (at the high, middle, or low end); and
2. how his/her performance level changed from one year to the next.

The table below shows how performance level change is determined.

There are 8 different performance level mini-categories that a student's scale score can fall into and 5 different transitions (Significant Improvement, Improvement, Maintaining, Decline, and Significant Decline) that student's can make from one grade to the next. Performance level change is computed only in grades 4 - 8 in math and accessing print. Year-to-year data is not available to compute changes in any other content areas or grades.

Functional Independence Performance Level Change - Summary									
Fall 2009 Achievement		Fall 2010 Achievement							
		Emerging			Attained		Surpassed		
		Low	Mid	High	Low	High	Low	Mid	High
Emerging	Low	M	I	I	SI	SI	SI	SI	SI
	Mid	D	M	I	I	SI	SI	SI	SI
	High	D	D	M	I	I	SI	SI	SI
Attained	Low	SD	D	D	M	I	I	SI	SI
	High	SD	SD	D	D	M	I	I	SI
Surpassed	Low	SD	SD	SD	D	D	M	I	I
	Mid	SD	SD	SD	SD	D	D	M	I
	High	SD	SD	SD	SD	SD	D	D	M
SI = Significant Improvement, I = Improvement. M = Maintaining, D = Decline, and SD = Significant Decline									

Item Descriptors

The 2009-2010 State of Michigan budget cuts required the Bureau of Assessment and Accountability (BAA) to examine available resources and adopt program changes to ensure the sustainability of Michigan's assessments and the essential services provided by the BAA. The decision was made to discontinue the practice of releasing MI-Access operational assessment items. Released items have been replaced by item descriptors. There is a column on the Item Analysis reports that references the Item Descriptor numbers. The reference numbers on the reports direct users to the specific item in the Item Descriptor Booklets. The Item Descriptors are assembled into a booklet format similar to the practice of released items.

MI-Access Item Descriptor Booklets are available for each grade level for FI Mathematics and FI Science beginning with the Fall 2010 administration. The booklets provide a general description of each operational item, an indication of which response was the correct response, a description of the distractors, and includes a description of why each distractor was an incorrect response. The purpose of item descriptors is to provide educators with instruc-

tionally-relevant data about student performance on state assessments. These documents can be found at the MI-Access web page.

For FI Accessing Print and Expressing Ideas, the item descriptor booklets contain sample word study items, sample passages, passage-specific items, and sample expressing ideas prompts. This document is a compilation of prior released items for grades 3-8 and 11, encompassing several prior administrations. The FI Accessing Print and Expressing Ideas item descriptors can be found on the MI-Access web page www.mi.gov/mi-access

FI Sample Reports and Descriptions

This section of the guide includes a written description of each MI-Access FI report, accompanied by a sample. The purpose of these sample reports is to show where various components of assessment data will appear. Any student names that appear in these reports are fictitious and for sampling purposes only.

Individual Student Reports for Accessing Print and Expressing Ideas

An Individual Student Report is provided for every student who takes part in the MI-Access Functional Independence accessing print (AP) and/or expressing ideas (EI) assessment. The report includes the following information:

Section A shows the name of the report, the assessment type, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the Michigan Student Data System (MSDS). This section will also display specific accommodations used for AP and EI individually.

Section C shows the teacher name, class/group code (if available), school name, and school code. It also provides the student's performance summary, including his/her earned points; the total possible points; his/her scale score; his/her performance level for the current year; and, if applicable his/her performance level for the previous year along with his/her performance level change.

Section D provides the student scores for part one and two of the Accessing Print assessment. These include scores for word recognition, and each text comprehension items.

Section E shows the student's score for the Expressing Ideas assessment. The score will either be a number (1-4) or a letter (A-D) to indicate the reason why the response did not receive a score (available in grades 4, 7 and 11 only).

The back page of the report includes (1) the performance levels students can achieve, (2) the scale score range that corresponds to each performance level, and (3) descriptions of the Expressing Ideas condition and comment codes (grades 4, 7 and 11 only).

FUNCTIONAL INDEPENDENCE



INDIVIDUAL STUDENT REPORT

Functional Independence - Accessing Print and Expressing Ideas

Grade 4

Fall 2011



District Name: **Demo District**
District Code: **99999**

B

Teacher Name: **Demo Class 14**
Class/Group Code: **0014**
School Name: **Demo School 13**
School Code: **99913**

C

Student Name: **PATEL, MALLIKA J.**

State UIC: 90000173 Date of Birth: 5/1/2001 Student ID: 10000173
Gender: M Ethnicity: Black or African American
English Language Learner: N Formerly LEP: N SpecEd: Y
Accessing Print Accommodations: Reader
Expressing Ideas Accommodations: Scribe

STUDENT PERFORMANCE SUMMARY: ACCESSING PRINT

Earned/Possible Points: 16/41
Scale Score: 2388
Performance Level 2011: Emerging Toward the Performance Standard (Middle)
Performance Level 2010: No matching student
Performance Level Change: Not applicable

EXPRESSING IDEAS

2/4

E

EGLCE Code	STRAND or Abbreviated EGLCE Descriptor	Earned/Possible Points
	ACCESSING PRINT	16/41
	PART 1 - WORD RECOGNITION	4/20
R.WS.03.FI.EG05	Recognize frequently encountered words	4/20
	PART 2 - TEXT COMPREHENSION	12/21
	Narrative Passage	2/7
R.CM.03.FI.EG01	Make inferences, predictions, and conclusions	1/1
R.CM.03.FI.EG02	Identify main ideas and details	1/3
R.NT.03.FI.EG02	Identify story elements	0/2
R.WS.03.FI.EG08	Use context clues	0/1
	Informational Passage	4/7
R.CM.03.FI.EG02	Identify main ideas and details	3/4
R.IT.03.FI.EG01	Identify informational genre	0/1
R.IT.03.FI.EG03	Identify author's purpose and his/her use of text features	1/1
R.WS.03.FI.EG08	Use context clues	0/1
	Functional Passage	6/7
R.CM.03.FI.EG01	Make inferences, predictions, and conclusions	2/2
R.CM.03.FI.EG02	Identify main ideas and details	3/4
R.IT.03.FI.EG02	Identify informational text patterns	1/1
	EXPRESSING IDEAS	2/4
W.GN.03.FI.EG03	Write/draw informational piece	2/4

E

Note: See reverse for additional information

Page 1 of 1

Individual Student Reports for Mathematics

An Individual Student Report is provided for every student who takes part in the MI-Access Functional Independence mathematics assessment. The report includes the following information:

Section A shows the name of the report, the assessment type, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the Michigan Student Data System (MSDS).

Section C shows the teacher name, class/group code (if available), school name, and school code. It also provides the student's performance summary, including his/her earned points; the total points possible; his/her scale score; his/her performance level for the current year; and, if applicable, his/her performance level for the previous year along with his/her performance level change.

Section D shows the student's score for questions that relate to:

- Geometry
- Data Analysis
- Number Sense and Numeration
- Measurement
- Numeric and Algebraic Operations (Grade 8)
- Algebra and Patterns and Relationships (Grade 11)

Section E shows the student's earned/possible points for mathematics.

Section F is the student's individual responses to items by EGLCE or EB; an abbreviated descriptor of the EGLCE or EB; and earned to possible points summary.

The back page of the report includes the performance levels students can achieve and the scale score range that corresponds to each performance level.

FUNCTIONAL INDEPENDENCE



INDIVIDUAL STUDENT REPORT Functional Independence - Mathematics Grade 4 Fall 2011



District Name: **Demo District**
District Code: **99999**

Teacher Name: **Demo Class 14**
Class/Group Code: **0014**
School Name: **Demo School 13**
School Code: **99913**

Student Name: **PATEL, MALLIKA J.**

State UIC: 90000173 Date of Birth: 5/1/2001 Student ID: 10000173
Gender: M Ethnicity: Black or African American
English Language Learner: N Formerly LEP: N SpecEd: Y
Accommodations: Reader

STUDENT PERFORMANCE SUMMARY

Earned/Possible Points: 17/30
Scale Score: 2400
Performance Level 2011: Attained the Performance Standard (Low)
Performance Level 2010: No matching student
Performance Level Change: Not applicable

EGLCE Code	Strand or Abbreviated EGLCE Descriptor	Earned/Possible Points
	MATHEMATICS TOTAL	17/30
	Geometry	3/4
G.GS.03.FI.EG01	Identify common two-dimensional shapes	1/1
G.LO.03.FI.EG02	Describe and use relative position of objects on a plane and in space	0/1
G.SR.03.FI.EG04	Predict the next element in a simple geometric pattern	2/2
	Data Analysis	1/2
D.RE.03.FI.EG02	Read pictographs with a scale of one	1/2
	Numbers and Operations	10/16
N.FL.03.FI.EG12	Know all addition facts up to 10 + 10 and solve related subtraction problems	0/1
N.FL.03.FI.EG14	Add up to three one-digit numbers	0/1
N.FL.03.FI.EG16	Calculate sums and differences	1/1
N.ME.03.FI.EG01	Read, write, and count whole numbers to 100	1/1
N.ME.03.FI.EG02	Recognize equivalent representations for whole numbers to 100	2/2
N.ME.03.FI.EG03	Represent whole numbers to 100	0/1
N.ME.03.FI.EG04	Compose and decompose numbers to 30	2/2
N.ME.03.FI.EG05	Compare and order numbers to 100	1/1
N.ME.03.FI.EG06	Count to 100 by 1s, 2s, 5s, and 10s	1/1
N.MR.03.FI.EG09	Create, describe, and extend simple number patterns	1/2
N.MR.03.FI.EG10	Compare two or more sets	0/1
N.MR.03.FI.EG11	Understand the relationship between addition and subtraction	1/2

EGLCE Code	Strand or Abbreviated EGLCE Descriptor	Earned/Possible Points
	Measurement	3/8
M.PS.03.FI.EG02	Compare the length and weight of objects	2/2
M.PS.03.FI.EG06	Solve one-step word problems	0/1
M.PS.03.FI.EG09	Add and subtract money in dollars only or in cents only	0/2
M.UN.03.FI.EG03	Use common words for the parts of the day	0/1
M.UN.03.FI.EG05	Tell time on a radial or digital clock to the hour	0/1
M.UN.03.FI.EG07	Identify different denominations of coins and bills	1/1

Note: See reverse for additional information

Page 1 of 1

Individual Student Reports for Science

An Individual Student Report is provided for every student who takes part in the MI-Access Functional Independence science assessment. The report includes the following information:

Section A shows the name of the report, the assessment type, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the student's barcode label and the Michigan Student Data System (MSDS).

Section C shows the teacher name, class/group code (if available), school name, and school code.

Section D shows the student's score for questions that relate to:

1. Constructing New Scientific Knowledge
2. Reflecting on Scientific Knowledge
3. Using Life Science Knowledge
4. Using Physical Science Knowledge
5. Using Earth Science Knowledge

Student responses are also reported by EB, strand and abbreviated descriptors and earned/possible points.

Section E shows the student's performance summary, including his/her earned points; the total points possible; his/her scale score and his/her performance level for the current year.

Section F is the student's total score for science.

The back page of the report includes the performance levels students can achieve and the scale score range that corresponds to each performance level.

FUNCTIONAL INDEPENDENCE



INDIVIDUAL STUDENT REPORT

Functional Independence - Science

Grade 5

Fall 2011



District Name: **Demo District**
District Code: **99999**

Teacher Name: **Demo Class 14**
Class/Group Code: **0014**
School Name: **Demo School 13**
School Code: **99913**

Student Name: **ROTIER, BRIAN R.**

State UIC: 90000174 Date of Birth: 5/1/1999 Student ID: 10000174
Gender: M Ethnicity: Hispanic of Any Race
English Language Learner: Y Formerly LEP: N SpecEd: Y
Accommodations: Reader

STUDENT PERFORMANCE SUMMARY

Earned/Possible Points: 21/35
Scale Score: 2499
Performance Level: Emerging Toward the Performance Standard

EB Code	Strand or Abbreviated EB Descriptor	Earned/Possible Points
	SCIENCE TOTAL	21/35
	Constructing New Scientific Knowledge	0/2
C.CN.FI.EB.I.1.e.1a	Identify and/or generate questions about the world based on observation	0/1
C.CN.FI.EB.I.1.e.5a	Identify and/or use various sources of scientific information	0/1
	Reflecting on Scientific Knowledge	1/1
R.RO.FI.EB.II.1.e.3a	Identify ways in which technology is used in everyday life	1/1
	Using Life Science Knowledge	7/13
L.EC.FI.EB.III.5.e.2a	Identify the basic requirements for all living things to maintain their existence	1/1
L.EC.FI.EB.III.5.e.4a	Identify positive and negative effects of humans on the environment	0/2
L.EV.FI.EB.III.4.e.2a	Identify how an animal may adapt to its environment	0/1
L.HE.FI.EB.III.3.e.1a	Identify how parents and their young look alike	2/2
L.OR.FI.EB.III.2.e.1a	Identify characteristics of observable body parts in a variety of animals	0/1
L.OR.FI.EB.III.2.e.2a	Identify observable physical characteristics that distinguish plants from animals	1/1
L.OR.FI.EB.III.2.e.3a	Identify life cycles of familiar organisms	0/1
L.OR.FI.EB.III.2.e.4a	Identify the basic life requirements of plants and animals	2/3
L.OR.FI.EB.III.2.e.5a	Identify functions of selected seed plant parts	1/1

EB Code	Strand or Abbreviated EB Descriptor	Earned/Possible Points
	Using Physical Science Knowledge	7/12
P.CM.FI.EB.IV.2.e.1a	Identify common physical changes in matter	0/1
P.CM.FI.EB.IV.2.e.2a	Prepare mixtures and separate them into their component parts	2/3
P.ME.FI.EB.IV.1.e.2a	Identify properties of materials that make them useful	1/1
P.ME.FI.EB.IV.1.e.5a	Identify possible electrical hazards to be avoided at home and at school	0/1
P.ME.FI.EB.IV.1.m.3ADDe	Identify mixtures or components of mixtures	1/1
P.MO.FI.EB.IV.3.e.1a	Describe motions of common objects in terms of speed and direction	1/1
P.MO.FI.EB.IV.3.e.4a	Identify and/or use simple machines to change effort	0/1
P.WV.FI.EB.IV.4.e.1a	Describe sounds in terms of their properties	1/1
P.WV.FI.EB.IV.4.e.2a	Identify and/or recognize how sounds are made	1/1
P.WV.FI.EB.IV.4.e.3a	Identify and or use prisms and filters with light sources to produce various colors	0/1
	Using Earth Science Knowledge	6/7
E.AW.FI.EB.V.3.e.2a	Identify and/or describe seasonal changes in Michigan's weather	1/1
E.AW.FI.EB.V.3.e.3a	Identify and explain appropriate safety precautions during severe weather	1/1
E.GE.FI.EB.V.1.e.1a	Identify major features of the earth's surface	1/1
E.GE.FI.EB.V.1.e.3a	Identify and/or describe changes in the earth's surface	1/1
E.GE.FI.EB.V.1.e.5a	Identify uses of materials taken from the earth	1/1
E.HY.FI.EB.V.2.e.1a	Identify the three states of water on earth	1/2

Note: See reverse for additional information

Page 1 of 1

Rosters (Class, School, and District)

The MI-Access Functional Independence rosters for class, school, and district are identical in format. For that reason, only Class Rosters—one for accessing print, one for mathematics, and one for science—are included in this guide. The reports include the following information:

Section A shows the name of the report, the assessment type, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, the total number of students assessed, and the mean scale score.

Section C indicates the classroom teacher's name, the class/group code (if available), the school name, and the school code.

Section D lists alphabetically the students who took part in the assessment. It also shows each student's state Unique Identification Code (UIC) and date of birth (DOB).

Section E shows the student's scale score; his/her performance level for the current year; and, if applicable, his/her performance level for the previous year along with his/her performance level change.

Section F shows the student's scores by assessment component (for accessing print) or by strand (for mathematics and science); the total points possible for that component or strand; the number of questions the student answered correctly for each EGLCE or EB assessed; and the number of points possible (at the top of the column in parentheses) for each EGLCE or EB assessed.

Section G shows the student's total earned points for the assessment.

Section H provides more detailed information about the report.

The back page of the reports include the performance levels students can achieve, the scale score range that corresponds to each performance level, and on the Accessing Print and Expressing Ideas (grades 4, 7, and 11) roster, descriptions of the expressing ideas condition and comment codes.

FUNCTIONAL INDEPENDENCE

CLASS ROSTER

Functional Independence - Accessing Print and Expressing Ideas

Grade 7

Fall 2011

District Name: Demo District
District Code: 99999

Teacher Name: Demo Class
Class Group Code: 0010
School Name: Demo School
School Code: 99910

Accessing Print: No. of Students Assessed: 6

Mean Scale Score: 2741

Expressing Ideas: No. of Students Assessed: 5

Mean Earned Points: 2.4

Student Information	2011 Scale Score	2011 Performance Level	2010 Performance Level	Performance Level Change	Accessing Print												Expressing Ideas			
					Word Recognition Total (out of 20)	Text Comprehension											Expressing Ideas Earned Points (out of 4)			
						Word Recognition Total (out of 20)	Narrative Passage											Expressing Ideas Earned Points (out of 4)		
							Word Recognition Total (out of 20)	Informational Passage												
								Word Recognition Total (out of 20)	Functional Passage											
(No. of Points per EGLCE)					Word Recognition Total (out of 20)	NARR. PASSAGE (out of 10)	INFORMATIONAL PASSAGE (out of 10)	FUNCTIONAL PASSAGE (out of 10)	Text Comprehension Total (out of 30)	Accessing Print Earned Points (out of 4)	Expressing Ideas Earned Points (out of 4)	Comment Code 1†	Comment Code 2†							
SIMONEAU, NICOLE D UIC: 90000025 DOB: 5/1/1998	2749	S-H	NM	NA	19	19	1	2	3	1	7	3	3	5, 7, 8	3					
STEELE, CHRIS UIC: 90000026 DOB: 5/1/1999	277	S-H	NA	NA	20	20	1	2	2	1	6	5	3	5, 6	3					
TAYLOR, SHANDRA I UIC: 90000027 DOB: 5/1/1999	2739	S-H	NM	NA	19	19	1	2	3	1	7	2	2	10, 11	2					
TAYLOR, SHAYNA A UIC: 90000028 DOB: 5/1/1998	2717	S-L	NM	NA	17	17	1	2	3	0	6	1	0	1	2					
TRUDEL, REBECCA J UIC: 90000029 DOB: 5/1/1997	2735	S-H	NM	NA	18	18	1	2	3	1	7	3	2	5	3					
WALSH, HANNAH B UIC: 90000030 DOB: 5/1/1997	2735	S-H	NM	NA	18	18	0	2	3	1	6	5	2	7	3					


Note: See reverse for additional information
NA=not applicable NM=No matching student

† Score = 1, 2, 3, 4 or Condition C
†† Comment Code = 1 = 16 (not)

Page 1 of 1

District Name: Demo District
District Code: 99999

Functional I




CLASS ROSTER

Functional Independence - Mathematics

Grade 6

Fall 2011




District Name: Demo District
District Code: 99999

Teacher Name: Demo Class 10
Class Group Code: 0010
School Name: Demo School 10
School Code: 99910

No. of Students Assessed: 5

Mean Scale Score: 2608

Student Information		2011 Scale Score		2011 Performance Level		2010 Performance Level		Performance Level Change		Geometry		Data Analysis		Numbers and Operations										Measurement		Measurement Total (out of 12)	Earned Points Total (out of 24)		
(No. of Points per EGLCE)																													




MICHIGAN
Department of
Education

CLASS ROSTER

Functional Independence - Mathematics

Grade 8

Fall 2011



MI Access
Michigan Access Assessment Program

District Name: Demo District
District Code: 99999

Teacher Name: Demo Class 1
Class Group Code: 0001
School Name: Demo School 1
School Code: 99901

No. of Students Assessed: 3

Mean Scale Score: 2810

Student Information	2011 Scale Score	2011 Performance Level	2010 Performance Level	Performance Level Change	Mathematics										Mathematics Earned Points (out of 4)	Comment Code 1†	Comment Code 2†			
					Geometry					Data Analysis										
					Numbers and Operations															
					Measurement					Algebra										
(No. of Points per EGLCE)					Geometry Total (out of 10)	Data Analysis Total (out of 10)	Numbers and Operations Total (out of 10)	Measurement Total (out of 10)	Algebra Total (out of 10)	Mathematics Earned Points (out of 4)	Comment Code 1†	Comment Code 2†								
GUERRERO, LUIS R UIC: 90000150 DOB: 5/1/1997	2805	A-L	NA	NA	1	1	1	1	1	1	1	1	1	1	1	1	1			
HOLTZ, DIANE A UIC: 90000151 DOB: 5/1/1997	2805	A-L	NA	NA	1	1	1	1	1	1	1	1	1	1	1	1	1			
IRENSON, ASHLEY M UIC: 90000157 DOB: 5/1/1997	2819	S-L	NM	NA	1	1	1	1	1	1	1	1	1	1	1	1	1			

Note: See reverse for additional information
NA=Not applicable NM=No matching student

Page 1 of 1

Performance Level Key: S - Surpassed
A - Attained
F - Emerging
H - High
M - Middle
L - Low

Summary Reports (School, District, and State)

Summary reports are essentially executive summaries of student scores for the school, district, or state reported by year, grade, and content area. These reports are provided only when ten or more students in a particular grade take part in the same assessment.

Since summary reports for the school, district, and state are formatted the same way, only the District Summary Report is included in this guide. The content of the reports, however, varies by grade and content area. All summary reports include achievement and frequency distribution data. For accessing print and mathematics reports in grades 4-8, and 11 the year-to-year performance-level change is included. The report shown in this guide includes the following information:

Section A shows the name of the report, the assessment type, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code.

Section C shows the total number of students assessed, the mean

scale score, and the number and percent of students assessed that Surpassed, Attained, or are Emerging Toward the Performance Standard for a particular year. This section includes data for the current year and for the previous 2 years and the first year this assessment was administered.

Section D shows the percentage of students by performance level change between categories from last year to the current year and by discrete performance level transitions.

Section E shows a summary of the number and percent of students assessed in the current year that were matched to the previous year.

Section F shows the number and percent of students that earned scores in particular scale score ranges. This chart provides a graphic display of student performance by achievement levels.

The back page of the report includes the performance levels students can achieve and the scale score range that corresponds to each performance level.

FUNCTIONAL INDEPENDENCE



DISTRICT SUMMARY REPORT Functional Independence - Mathematics Grade 8 Fall 2011



District Name: **Demo District**
District Code: **99999**

ACHIEVEMENT

Year	No. of Students Assessed	Mean Scale Score	Number and Percent of Students					
			Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %
2011	27	2803	10	37.0	15	55.6	2	7.4
2010	30	2814	6	20.0	8	26.7	16	53.3
2009	43	2806	11	25.6	26	60.5	6	14.0
2005	NA	NA	NA	NA	NA	NA	NA	NA

PERFORMANCE LEVEL CHANGE - YEAR-TO-YEAR TRANSITIONS

Fall 2010		Percent of Students by Performance Level Change								
		Fall 2011								
		Emerging			Attained		Surpassed			
Emerging	Low	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Mid	0.0	4.3	0.0	0.0	0.0	4.3	0.0	0.0	0.0
	High	0.0	4.3	8.7	8.7	4.3	0.0	0.0	0.0	0.0
Attained	Low	0.0	4.3	13.0	0.0	17.4	0.0	0.0	0.0	0.0
	High	0.0	0.0	0.0	17.4	8.7	0.0	0.0	0.0	0.0
Surpassed	Low	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Mid	0.0	0.0	0.0	0.0	0.0	4.3	0.0	0.0	0.0
	High	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

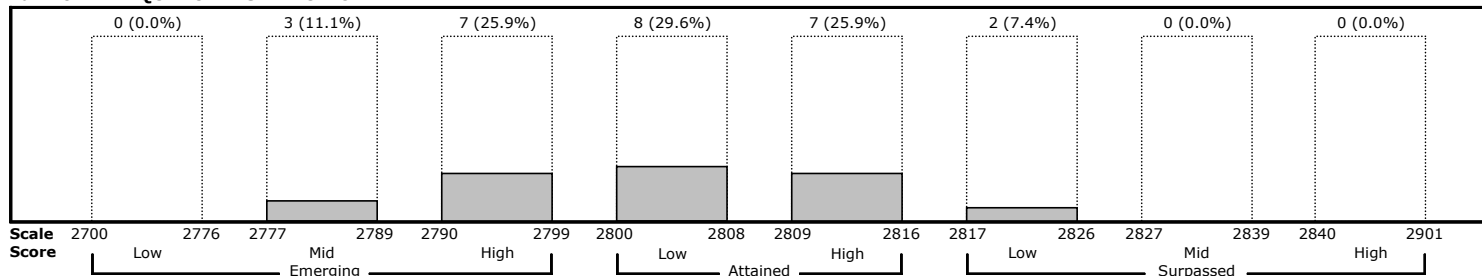
Total number of students assessed in 2011 and matched to 2010: 23 (85.2%)

PERFORMANCE LEVEL CHANGE - SUMMARY

Years Summarized		Performance Level Change				
		Significant Decline	Decline	Maintaining	Improvement	Significant Improvement
2010 & 2011	Number	0	10	5	7	1
	Percent	0.0	43.5	21.7	30.4	4.3

Total number of students assessed in 2011 and matched to 2010: 23 (85.2%)

Fall 2011 FREQUENCY DISTRIBUTION



NA = Not Applicable * < 10 students assessed
Note: See reverse for additional information

Demographic Reports (School, District, and State)

Demographic reports provide information on the overall performance of students in a school, district, or state by reporting group. The information is obtained from student barcode labels and the Michigan Student Data System (MSDS). Data are reported only when there are ten or more students in a particular category who participated in the same assessment.

Since the format of the school, district, and state reports is similar, only the School Demographic Report is included in this guide. The report includes the following information:

Section A shows the name of the report, the assessment type, the assessment grade, and the year the assessments were administered.

Section B shows the name of the district and the district code.

Section C shows the school name, and school code.


Section D includes the groups by which the demographic data are reported (gender, ethnicity, and additional reporting groups).

Section E shows, by content area, the total number of students assessed and the mean scale score for each group.


Section F shows, by content area, the number and percent of students within each group that achieved each performance level (Surpassed, Attained, or Emerging Toward the Performance Standard).

Section G provides more detailed information about the report.

FUNCTIONAL INDEPENDENCE



SCHOOL DEMOGRAPHIC REPORT
Functional Independence
Grade 7
Fall 2011




District Name: Demo District
District Code: 99999

School Name: Demo School 11
School Code: 99911


	Accessing Print						Mathematics									
	No. of Students Assessed	Mean Scale Score	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %	No. of Students Assessed	Mean Scale Score	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %
School																
All Students	14	2728	1	7.1	3	21.4	10	71.4	15	2710	3	20.0	4	26.7	8	53.3
Gender																
Male	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Female	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Ethnicity																
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic of Any Race	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Additional Reporting Groups																
Economically Disadvantaged: Yes	12	2724	1	8.3	3	25.0	8	66.7	13	2708						
Economically Disadvantaged: No	*	*	*	*	*	*	*	*	*	*						
English Language Learners: Yes	*	*	*	*	*	*	*	*	*	*						
English Language Learners: No	12	2729	1	8.3	2	16.7	9	75.0	13	2710						
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*						
Migrant	*	*	*	*	*	*	*	*	*	*						
Homeless	*	*	*	*	*	*	*	*	*	*						
Accommodations																
Standard - All	*	*	*	*	*	*	*	*	*	*						
Nonstandard - All †	(*)								(*)							
Standard ELL Only	*	*	*	*	*	*	*	*	*	*						
Nonstandard ELL Only †	(*)								(*)							

* < 10 students assessed
† Results for these students are invalid and not reported.
() These students are not included in "All Students."

Page 1 of 2



SCHOOL DEMOGRAPHIC REPORT
Functional Independence
Grade 7
Fall 2011



District Name: Demo District
District Code: 99999

School Name: Demo School 11
School Code: 99911

	No. of Students Assessed	Mean Earned Points	Expressing Ideas					
			Earned Point 0 # %	Earned Point 1 # %	Earned Point 2 # %	Earned Point 3 # %	Earned Point 4 # %	
School								
All Students	13	2.4	0	0.0	0	0.0	8	61.5
Gender								
Male	*	*	*	*	*	*	*	*
Female	*	*	*	*	*	*	*	*
Ethnicity								
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*	*
Hispanic of Any Race	*	*	*	*	*	*	*	*
Additional Reporting Groups								
Economically Disadvantaged: Yes	11	2.4	0	0.0	0	0.0	7	63.6
Economically Disadvantaged: No	*	*	*	*	*	*	*	*
English Language Learners: Yes	*	*	*	*	*	*	*	*
English Language Learners: No	11	2.5	0	0.0	0	0.0	6	54.5
Formerly Limited English Proficient	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*	*
Accommodations								
Standard - All	*	*	*	*	*	*	*	*
Nonstandard - All †	*	*	*	*	*	*	*	*
Standard ELL Only	*	*	*	*	*	*	*	*
Nonstandard ELL Only †	*	*	*	*	*	*	*	*

* < 10 students assessed
† Results for these students are invalid and not reported.
() These students are not included in "All Students."

Note: See reverse for additional information

Page 2 of 2

Item Analysis Reports for Accessing Print and Expressing Ideas (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on the assessment items which may be used by schools, districts, the state, and others to identify areas of collective strengths and areas that need improvement. Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the school, district, and state reports is similar, only the District Item Analysis Report for accessing print and expressing ideas is included in this guide. The report includes the following information:

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of students assessed.

Section C provides the code for the EGLCE or EB assessed by the

accessing print component; an abbreviated description of the EGLCE or EB; and the number and percent of students that selected each answer choice (A, B, or C). A plus sign (+) indicates which answer choice is correct. This section also indicates the number and percent of students for whom answers were omitted on the student answer document or for whom there were multiple marks.

Section D shows the expressing ideas prompt; the code for the EGLCE or EB assessed; an abbreviated descriptor of the EGLCE or EB; and the number and percent of students who received each score based on a four-point rubric. It also shows the number and percent of students who received each condition code.

Section E indicates the number and percent of students who received each comment code for the expressing ideas prompt.

The back page of the report includes descriptions of the expressing ideas condition and comment codes.

FUNCTIONAL INDEPENDENCE



DISTRICT ITEM ANALYSIS REPORT

Functional Independence - Accessing Print and Expressing Ideas

Grade 4

Fall 2011



District Name: **Demo District**
District Code: **99999**

Accessing Print: No. of Students Assessed **21**

MULTIPLE CHOICE		PERCENT RESPONDING				
Strand	EGLCE Code	A %	B %	C %	Omit %	Multi %
Abbreviated EGLCE Descriptor						
PART 1 - WORD RECOGNITION						
Recognize frequently encountered words	R.WS.03.FI.EG05	76.2+	14.3	9.5	0.0	0.0
Recognize frequently encountered words	R.WS.03.FI.EG05	19.0	66.7+	14.3	0.0	0.0
Recognize frequently encountered words	R.WS.03.FI.EG05	81.0+	14.3	4.8	0.0	0.0
Recognize frequently encountered words	R.WS.03.FI.EG05	9.5	28.6	61.9+	0.0	0.0
Recognize frequently encountered words	R.WS.03.FI.EG05	76.2+	4.8	19.0	0.0	0.0
Recognize frequently encountered words	R.WS.03.FI.EG05	57.1+	33.3	9.5	0.0	0.0
Recognize frequently encountered words	R.WS.03.FI.EG05	19.0	4.8	76.2+	0.0	0.0
Recognize frequently encountered words	R.WS.03.FI.EG05	66.7+	33.3	0.0	0.0	0.0
Recognize frequently encountered words	R.WS.03.FI.EG05	28.6	14.3	57.1+	0.0	0.0
Recognize frequently encountered words	R.WS.03.FI.EG05	66.7+	19.0	14.3	0.0	0.0
Recognize frequently encountered words	R.WS.03.FI.EG05	52.4+	28.6	19.0	0.0	0.0
Recognize frequently encountered words	R.WS.03.FI.EG05	28.6	23.8	47.6+	0.0	0.0
Recognize frequently encountered words	R.WS.03.FI.EG05	9.5	81.0+	9.5	0.0	0.0
Recognize frequently encountered words	R.WS.03.FI.EG05	9.5	85.7+	4.8	0.0	0.0
Recognize frequently encountered words	R.WS.03.FI.EG05	61.9+	19.0	19.0	0.0	0.0
Recognize frequently encountered words	R.WS.03.FI.EG05	19.0	71.4+	9.5	0.0	0.0
Recognize frequently encountered words	R.WS.03.FI.EG05	9.5	71.4+	19.0	0.0	0.0
Recognize frequently encountered words	R.WS.03.FI.EG05	28.6	23.8	47.6+	0.0	0.0
Recognize frequently encountered words	R.WS.03.FI.EG05	4.8	85.7+	9.5	0.0	0.0
Recognize frequently encountered words	R.WS.03.FI.EG05	4.8	4.8	90.5+	0.0	0.0
PART 2 - TEXT COMPREHENSION - Narrative Passage						
Make inferences, predictions, and conclusions	R.CM.03.FI.EG01	23.8	23.8	52.4+	0.0	0.0
Identify main ideas and details	R.CM.03.FI.EG02	19.0	23.8	57.1+	0.0	0.0
Identify main ideas and details	R.CM.03.FI.EG02	19.0	47.6	33.3+	0.0	0.0

MULTIPLE CHOICE		PERCENT RESPONDING				
Strand	EGLCE Code	A %	B %	C %	Omit %	Multi %
Abbreviated EGLCE Descriptor						
PART 2 - TEXT COMPREHENSION - Narrative Passage						
Identify main ideas and details	R.CM.03.FI.EG02	14.3	47.6+	38.1	0.0	0.0
Identify story elements	R.NT.03.FI.EG02	28.6	57.1+	9.5	0.0	4.8
Identify story elements	R.NT.03.FI.EG02	47.6+	23.8	28.6	0.0	0.0
Use context clues	R.WS.03.FI.EG08	47.6+	38.1	14.3	0.0	0.0
PART 2 - TEXT COMPREHENSION - Informational Passage						
Identify main ideas and details	R.CM.03.FI.EG02	38.1	9.5	52.4+	0.0	0.0
Identify main ideas and details	R.CM.03.FI.EG02	66.7+	9.5	23.8	0.0	0.0
Identify main ideas and details	R.CM.03.FI.EG02	38.1	14.3	47.6+	0.0	0.0
Identify main ideas and details	R.CM.03.FI.EG02	47.6	38.1	14.3+	0.0	0.0
Identify informational genre	R.IT.03.FI.EG01	57.1+	33.3	9.5	0.0	0.0
Identify author's purpose and his/her use of text features	R.IT.03.FI.EG03	19.0	47.6+	33.3	0.0	0.0
Use context clues	R.WS.03.FI.EG08	42.9+	33.3	23.8	0.0	0.0
PART 2 - TEXT COMPREHENSION - Functional Passage						
Make inferences, predictions, and conclusions	R.CM.03.FI.EG01	28.6	71.4+	0.0	0.0	0.0
Make inferences, predictions, and conclusions	R.CM.03.FI.EG01	33.3	38.1	28.6+	0.0	0.0
Identify main ideas and details	R.CM.03.FI.EG02	33.3	23.8+	42.9	0.0	0.0
Identify main ideas and details	R.CM.03.FI.EG02	71.4+	4.8	23.8	0.0	0.0
Identify main ideas and details	R.CM.03.FI.EG02	38.1	28.6	33.3+	0.0	0.0
Identify main ideas and details	R.CM.03.FI.EG02	42.9+	33.3	23.8	0.0	0.0
Identify informational text patterns	R.IT.03.FI.EG02	57.1+	28.6	14.3	0.0	0.0

Expressing Ideas: No. of Students Assessed **20**

EXPRESSING IDEAS									
EGLCE Code	Abbreviated EGLCE Descriptor	Percent of Students at Each Score Based on a 4-point Rubric				Percent of Students Receiving Condition Codes			
		4	3	2	1	A	B	C	D
W.GN.03.FI.EG03	Write/draw informational piece	0.0	10.0	60.0	30.0	0.0	0.0	0.0	0.0

Percent of Students Receiving Comment Codes															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
0.0	0.0	0.0	0.0	0.0	5.0	5.0	10.0	10.0	60.0	50.0	25.0	30.0	20.0	30.0	15.0

Students who participated using a Braille or Emergency test form are not included in the Item Analysis Report. Note: See reverse for additional information

Correct Response: +

Item Analysis Reports for Mathematics (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on the assessment items which may be used by schools, districts, the state, and others to identify areas of collective strengths and areas that need improvement. Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the school, district, and state reports is similar, only the School Item Analysis Report for mathematics is included in this guide. The report includes the following information:

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of students assessed.

Section C shows the school name, and school code.

Section D provides the code for the EGLCE or EB assessed by strand and topic; and the number and percent of students that selected each answer choice (A, B, or C). The plus sign (+) indicates which answer choice is correct. This section also indicates the number and percent of students for whom answers were omitted on the student answer document or for whom there were multiple marks.

Section E provides more detailed information about the report.

FUNCTIONAL INDEPENDENCE



SCHOOL ITEM ANALYSIS REPORT

Functional Independence - Mathematics

Grade 6

Fall 2011




District Name: **Demo District**
District Code: **99999**

B

School Name: **Demo School 11**
School Code: **99911**

C

No. of Students Assessed: **12**

MULTIPLE CHOICE								
Strand Topic		Item Descriptor Number	EGLCE Code	PERCENT RESPONDING				
				A %	B %	C %	Omit %	Multi %
Geometry								
Identify and describe shapes		8	G.GS.05.FI.EG01	8.3	16.7	75.0+	0.0	0.0
Identify and describe shapes		9	G.LO.05.FI.EG02	66.7+	8.3	25.0	0.0	0.0
Data Analysis								
Explore Data		17	D.RE.05.FI.EG02	0.0	16.7	83.3+	0.0	0.0
Explore Data		18	D.RE.05.FI.EG02	8.3	8.3	83.3+	0.0	0.0
Explore Data		19	D.RE.05.FI.EG03	50.0	33.3+	16.7	0.0	0.0
Numbers and Operations								
Compute with whole numbers		30	N.FL.05.FI.EG11	16.7	66.7+	16.7	0.0	0.0
Compute with whole numbers		31	N.FL.05.FI.EG11	83.3+	16.7	0.0	0.0	0.0
Compute with whole numbers		32	N.FL.05.FI.EG12	41.7+	33.3	25.0	0.0	0.0
Problem solving and estimation		34	N.FL.05.FI.EG14	33.3	58.3+	8.3	0.0	0.0
Problem solving and estimation		35	N.FL.05.FI.EG14	16.7	41.7+	41.7	0.0	0.0
Count, write and order whole numbers		20	N.ME.05.FI.EG01	8.3	83.3+	8.3	0.0	0.0
Count, write and order whole numbers		21	N.ME.05.FI.EG02	41.7+	33.3	25.0	0.0	0.0
Count, write and order whole numbers		24	N.ME.05.FI.EG02	91.7+	8.3	0.0	0.0	0.0
Count, write and order whole numbers		2	N.ME.05.FI.EG03	33.3	50.0+	16.7	0.0	0.0
Count, write and order whole numbers		23	N.ME.05.FI.EG03	16.7	33.3	50.0+	0.0	0.0
Count, write and order whole numbers		28	N.ME.05.FI.EG05	50.0+	16.7	33.3	0.0	0.0
Count, write and order whole numbers		22	N.ME.05.FI.EG06	83.3+	8.3	8.3	0.0	0.0
Count, write and order whole numbers		27	N.ME.05.FI.EG06	75.0+	8.3	16.7	0.0	0.0
Count, write and order whole numbers		25	N.ME.05.FI.EG07	16.7	83.3+	0.0	0.0	0.0

MULTIPLE CHOICE								
Strand Topic	<div>D</div>	Item Descriptor Number	EGLCE Code	PERCENT RESPONDING				
				A %	B %	C %	Omit %	Multi %
Numbers and Operations								
Count, write and order whole numbers	26	N.ME.05.FI.EG07	16.7	8.3	75.0+	0.0	0.0	
Count, write and order whole numbers	1	N.MR.05.FI.EG09	58.3+	25.0	16.7	0.0	0.0	
Compute with whole numbers	29	N.MR.05.FI.EG13	0.0	66.7+	33.3	0.0	0.0	
Problem solving and estimation	33	N.MR.05.FI.EG15	33.3	25.0	41.7+	0.0	0.0	
Measurement								
Measure and use units	15	M.PS.05.FI.EG03	50.0	16.7+	33.3	0.0	0.0	
Measure and use units	7	M.PS.05.FI.EG08	41.7	0.0	58.3+	0.0	0.0	
Measure and use units	16	M.PS.05.FI.EG08	16.7	25.0+	58.3	0.0	0.0	
Money	12	M.PS.05.FI.EG12	25.0	50.0+	25.0	0.0	0.0	
Measure and use units	6	M.UN.05.FI.EG01	33.3	0.0	66.7+	0.0	0.0	
Measure and use units	14	M.UN.05.FI.EG01	0.0	83.3+	16.7	0.0	0.0	
Measure and use units	3	M.UN.05.FI.EG02	0.0	16.7	83.3+	0.0	0.0	
Measure and use units	4	M.UN.05.FI.EG02	25.0	25.0	50.0+	0.0	0.0	
Measure and use units	5	M.UN.05.FI.EG05	8.3	83.3+	8.3	0.0	0.0	
Money	10	M.UN.05.FI.EG09	66.7+	16.7	16.7	0.0	0.0	
Money	13	M.UN.05.FI.EG09	16.7	8.3	75.0+	0.0	0.0	
Money	11	M.UN.05.FI.EG10	58.3+	8.3	33.3	0.0	0.0	

Please see the Item Descriptor Booklets at www.mi.gov/mi-access for more information on the EGLCEs/EBs assessed.
Students who participated using a Braille or Emergency test form are not included in the Item Analysis Report.

Correct Response: +

Item Analysis Reports for Science (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on the assessment items which may be used by schools, districts, the state, and others to identify areas of collective strengths and areas that need improvement. Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the school, district, and state reports is similar, only the District Item Analysis Report for science is included in this guide. The report includes the following information:

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of students assessed.

Section C provides the code for the EB assessed by strand and standard; an item descriptor number and the number and percent of students that selected each answer choice (A, B, or C). The plus sign (+) indicates which answer choice is correct. This section also indicates the number and percent of students for whom answers were omitted on the student answer document or for whom there were multiple marks.

Section D provides more detailed information about the report.

FUNCTIONAL INDEPENDENCE



DISTRICT ITEM ANALYSIS REPORT

Functional Independence - Science


Grade 8


Fall 2011



District Name: **Demo District**
District Code: **99999**

No. of Students Assessed: **25**

Multiple Choice								
Strand Standard		Item Descriptor Number	EB Code	Percent Responding				
				A %	B %	C %	Omit %	Multi %
Constructing New Scientific Knowledge								
Constructing New Scientific Knowledge	22	C.CN.FI.EB.I.1.m.1a	32.0	16.0	52.0+	0.0	0.0	
Constructing New Scientific Knowledge	3	C.CN.FI.EB.I.1.m.3a	4.0	76.0+	20.0	0.0	0.0	
Reflecting on Scientific Knowledge								
Reflecting on Scientific Knowledge	2	R.RO.FI.EB.II.1.e.3ADDm	40.0	40.0+	20.0	0.0	0.0	
Reflecting on Scientific Knowledge	12	R.RO.FI.EB.II.1.m.5a	16.0	24.0	60.0+	0.0	0.0	
Using Life Science Knowledge								
Cells	4	L.CE.FI.EB.III.1.m.1a	64.0	24.0	12.0+	0.0	0.0	
Ecosystems	17	L.EC.FI.EB.III.5.m.1a	20.0	12.0	68.0+	0.0	0.0	
Ecosystems	15	L.EC.FI.EB.III.5.m.5a	52.0+	12.0	36.0	0.0	0.0	
Ecosystems	16	L.EC.FI.EB.III.5.m.5a	28.0	4.0	68.0+	0.0	0.0	
Ecosystems	18	L.EC.FI.EB.III.5.m.5a	16.0	8.0	76.0+	0.0	0.0	
Evolution	13	L.EV.FI.EB.III.4.m.1a	28.0	16.0	56.0+	0.0	0.0	
Evolution	14	L.EV.FI.EB.III.4.m.2a	24.0	52.0+	24.0	0.0	0.0	
Organization of Living Things	5	L.OR.FI.EB.III.2.m.1a	52.0	40.0+	8.0	0.0	0.0	
Organization of Living Things	6	L.OR.FI.EB.III.2.m.1a	60.0+	20.0	16.0	0.0	4.0	
Organization of Living Things	10	L.OR.FI.EB.III.2.m.1a	60.0+	32.0	8.0	0.0	0.0	
Organization of Living Things	7	L.OR.FI.EB.III.2.m.2a	76.0+	12.0	12.0	0.0	0.0	
Organization of Living Things	9	L.OR.FI.EB.III.2.m.2a	4.0	48.0	48.0+	0.0	0.0	
Organization of Living Things	11	L.OR.FI.EB.III.2.m.3a	64.0+	20.0	16.0	0.0	0.0	
Organization of Living Things	8	L.OR.FI.EB.III.2.m.4a	36.0+	20.0	44.0	0.0	0.0	
Using Physical Science Knowledge								
Changes in Matter	26	P.CM.FI.EB.IV.2.m.1a	16.0+	56.0	28.0	0.0	0.0	
Changes in Matter	28	P.CM.FI.EB.IV.2.m.1a	16.0	52.0+	32.0	0.0	0.0	

MULTIPLE CHOICE								
Strand Standard		Item Descriptor Number	EB Code	PERCENT RESPONDING				
				A %	B %	C %	Omit %	Multi %
Changes in Matter		27	P.CM.FI.EB.IV.2.m.2a	32.0+	32.0	36.0	0.0	0.0
Changes in Matter		32	P.CM.FI.EB.IV.2.m.4a	28.0	40.0+	32.0	0.0	0.0
Matter and Energy		19	P.ME.FI.EB.IV.1.m.1a	24.0	56.0	20.0+	0.0	0.0
Matter and Energy		21	P.ME.FI.EB.IV.1.m.2a	12.0	56.0+	28.0	4.0	0.0
Matter and Energy		23	P.ME.FI.EB.IV.1.m.2a	12.0	16.0	72.0+	0.0	0.0
Matter and Energy		1	P.ME.FI.EB.IV.1.m.3a	48.0	24.0	28.0+	0.0	0.0
Matter and Energy		24	P.ME.FI.EB.IV.1.m.5a	52.0	12.0	36.0+	0.0	0.0
Matter and Energy		25	P.ME.FI.EB.IV.1.m.5a	48.0+	32.0	20.0	0.0	0.0
Matter and Energy		20	P.ME.FI.EB.IV.1.m.6a	40.0	52.0+	8.0	0.0	0.0
Motion of Objects		29	P.MO.FI.EB.IV.3.m.2a	52.0	0.0	48.0+	0.0	0.0
Motion of Objects		30	P.MO.FI.EB.IV.3.m.3a	32.0+	20.0	48.0	0.0	0.0
Motion of Objects		31	P.MO.FI.EB.IV.3.m.5a	44.0	36.0+	20.0	0.0	0.0
Using Earth Science Knowledge								
Atmosphere and Weather		39	E.AW.FI.EB.V.3.m.1a	28.0	24.0	48.0+	0.0	0.0
Atmosphere and Weather		40	E.AW.FI.EB.V.3.m.1a	8.0	24.0	68.0+	0.0	0.0
Geosphere		34	E.GE.FI.EB.V.1.m.2a	12.0+	44.0	44.0	0.0	0.0
Geosphere		33	E.GE.FI.EB.V.1.m.4a	88.0+	4.0	8.0	0.0	0.0
Hydrosphere		35	E.HY.FI.EB.V.2.m.2a	56.0+	20.0	24.0	0.0	0.0
Hydrosphere		36	E.HY.FI.EB.V.2.m.4a	48.0	24.0+	28.0	0.0	0.0
Solar System, Galaxy, and Universe		38	E.SS.FI.EB.V.4.h.4ADDm	28.0	24.0	48.0+	0.0	0.0
Solar System, Galaxy, and Universe		37	E.SS.FI.EB.V.4.m.1a	52.0	8.0	40.0+	0.0	0.0

Please see the Item Descriptor Booklets at www.mi.gov/mi-access for more information on the EGLCEs/EBs assessed.
Students who participated using a Braille or Emergency test form are not included in the Item Analysis Report.

Correct Response: +

Parent Reports

Parent reports, which include an introductory letter from the state Superintendent of Public Instruction, are designed to provide customized student assessment information to the parents or guardians of each student assessed. Parent reports should be distributed to parents or guardians as soon as possible after receiving them. The MI-Access Functional Independence Parent Reports include the following information:

Section A shows the name of the report, the assessment in which the student took part, the assessment grade, and the year the assessments were administered.

Section B provides basic demographic information about the student, which was obtained from the student's barcode label and the Michigan Student Data System (MSDS).

Section C includes a table showing the scale scores and the performance levels the student achieved by content area in the current year as well as the scale scores and performance levels he/she achieved in the previous year, if applicable.

Section D shows the student's performance level change from last year to the current year, and describes how the change was determined.

Section E provides detailed information on the components of the Accessing Print assessment, and how the student performed by assessment component and overall.

Section F shows where the student's scale score is in the range of scale scores possible and the corresponding performance level.


Section G provides detailed information on the strands included in the mathematics assessment, and how the student performed by assessment strand and overall.

Section H shows where the student's mathematics scale score is in the range of scale scores possible and the corresponding performance level.


Section I provides detailed information on the strands included in the science assessment, and how the student performed by assessment strand and overall.

Section J shows where the student's science scale score is in the range of scale scores possible and the corresponding performance level.

FUNCTIONAL INDEPENDENCE



PARENT REPORT
Functional Independence
Grade 5
Fall 2011



Student Name: **ERIC J. LOMEN**

District Student ID: **10000176**

State UIC: **90000176**

School Name: **Demo School 13**

District Name: **Demo District**

Dear Parent or Guardian:

In fall 2011, your child took part in the MI-Access Functional Independence assessments, which are used, along with other information, to determine what students know and are able to do in certain grades and in certain content areas. These assessments are based on the Functional Independence Extended Grade Level Content Expectations (EGLCEs) and/or Extended Benchmarks (EBs), which reflect a level of complexity that is appropriate for the students being assessed. (For more details on the EGLCEs and EBs, go to www.mi.gov/mi-access.)

Following are two tables summarizing your child's results. The first table shows fall 2011 results for your child, as well as previous year and performance level change information when applicable. The second table describes your child's performance level change in greater detail for those content areas assessed at this grade and the prior grade.

We encourage you to discuss these results with your child's teacher and other school professionals who have the benefit of knowing your child personally. Teachers are able to use the results, together with other assessment and classroom performance information, to provide a more complete picture of student achievement and plan for future learning.

Content Area	Scale Score	2011 Performance Level	2010 Performance Level	Performance Level Change
Accessing Print	2520	Surpassed the Performance Standard (Low)	Attained the Performance Standard (Low)	Improved
Mathematics	2503	Attained the Performance Standard (Low)	Attained the Performance Standard (High)	Decline
Science	2467	Emerging Toward the Performance Standard		

Accessing Print Performance Level Change

Last fall, your child scored at the low end of the Attained performance level. This fall, your child scored at the low end of the Surpassed performance level. Therefore, from last fall to this fall, there was an improvement in performance level.

Mathematics Performance Level Change


Last fall, your child scored at the high end of the Attained performance level. This fall, your child scored at the low end of the Attained performance level. Therefore, from last fall to this fall, there was a decline in performance level.

Parents and teachers have a greater chance of helping children succeed when they work together to encourage student learning. For that reason, the following questions have been included to help spur meaningful discussion.

- How can we use this report to determine my child's strengths?
- What can we do at school and at home to reinforce these strengths?
- In what areas does my child need additional work?
- What can we do at school and at home to provide opportunities and experiences for my child to improve?
- What opportunities does my child receive as part of daily instruction that relate to what was assessed?

The following page of this report describes the assessments administered at this grade and provides details on your child's performance on these assessments. We hope you find this information helpful and informative.

Sincerely,



Mike Flanagan
Superintendent of Public Instruction
State of Michigan

ACCESSING PRINT

The MI-Access Accessing Print Assessment has two parts: (1) word recognition, and (2) text comprehension. The first part assesses important, often used words that are relevant for the student population being tested. In the second part, students read or listen to three types of passages and answer questions about them. The earned points for word recognition (see A) and text comprehension (see B) are added together to obtain a student's overall score, or earned points, for Accessing Print (see C). The table to the right shows your child's Accessing Print scores.

Performance by Assessment Component	
ACCESSING PRINT	E
PART 1 - WORD RECOGNITION	16/20
PART 2 - TEXT COMPREHENSION	15/21
TOTAL	31/41

Once a student's earned points are calculated, they are assigned a scale score, which is used to determine the performance level. The letter D to the right shows your child's accessing print scale score and where it falls in the range of scale scores possible. It also shows your child's corresponding performance level – Surpassed, Attained, or Emerging Toward the Performance Standard.

Emerging Toward Attained Surpassed

2391 2500 2511 2596

2520

D

MATHEMATICS

The MI-Access Functional Independence Mathematics Assessment focuses on four areas: Data and Probability (see A), Geometry (see B), Measurement (see C), and Numbers and Operations (see D). The scores for the four areas are added together to obtain a student's overall score, or total earned points, for mathematics (see E). The table to the right shows your child's mathematics scores.

Once a student's total earned points are calculated, they are assigned a scale score, which is used to determine the performance level. The letter F to the right shows your child's mathematics scale score and where it falls in the range of scale scores possible. It also shows your child's corresponding performance level – Surpassed, Attained, or Emerging Toward the Performance Standard.

Performance by Assessment Strand	
MATHEMATICS	G
DATA AND PROBABILITY	2/2
GEOMETRY	2/2
MEASUREMENT	6/10
NUMBERS AND OPERATIONS	9/16
TOTAL	19/30

Emerging Toward Attained Surpassed

2399 2500 2515 2584

2503

H

SCIENCE

The MI-Access Functional Independence Science Assessment focuses on five areas: Constructing New Scientific Knowledge (see A), Reflecting on Scientific Knowledge (see B), Using Life Science Knowledge (see C), Using Physical Science Knowledge (see D), and Using Earth Science Knowledge (see E). The scores for the five areas are added together to obtain a student's overall score, or total earned points, for science (see F). The table to the right shows your child's science scores.

Once a student's total earned points are calculated, they are assigned a scale score, which is used to determine the performance level. The letter G to the right shows your child's science scale score and where it falls in the range of scale scores possible. It also shows your child's corresponding performance level – Surpassed, Attained, or Emerging Toward the Performance Standard.

Performance by Assessment Strand	
SCIENCE	I
CONSTRUCTING NEW SCIENTIFIC KNOWLEDGE	1/2
REFLECTING ON SCIENTIFIC KNOWLEDGE	1/1
USING LIFE SCIENCE KNOWLEDGE	4/13
USING PHYSICAL SCIENCE KNOWLEDGE	5/12
USING EARTH SCIENCE KNOWLEDGE	2/7
TOTAL	13/35

Emerging Toward Attained Surpassed

2329 2500 2517 2642

2467

J

Comprehensive Reports - District, and Intermediate School District)

Comprehensive reports provide information on the overall performance of each school within a given local school district or the overall performance of each local school district within an intermediate school district (ISD) by grade.

School data are included in district reports only when ten or more students in the same school take part in the same assessment, and district data are included in ISD reports only when 10 or more students in the same district take part in the same assessment.

Since the format of the district and ISD reports is similar, only the District Comprehensive Report is included in this guide. The report includes the following information:

Section A shows the name of the report, the assessment type, the assessment grade, and the year the assessments were administered.

Section B shows the name of the district and the district code.

Section C lists the schools or, for ISD reports, the districts for which data are reported.

Section D shows the total number of students assessed and the mean scale score for each school by content area or, for ISD reports, the total number of students assessed and the mean scale score for each district by content area.

Section E shows the number and percent of students who achieved each performance level (Surpassed, Attained, or Emerging Toward the Performance Standard) by content area.

FUNCTIONAL INDEPENDENCE



DISTRICT COMPREHENSIVE REPORT

Functional Independence

A Grade 5
Fall 2011



District Name: **Demo District**
District Code: **99999**

B

	Accessing Print					Mathematics					Science				
	No. of Students Assessed	Mean Scale Score	Emerging # and %	Attained # and %	Surpassed # and %	No. of Students Assessed	Mean Scale Score	Emerging # and %	Attained # and %	Surpassed # and %	No. of Students Assessed	Mean Scale Score	Emerging # and %	Attained # and %	Surpassed # and %
Demo District C	20	2512	5 25.0%	4 20.0%	11 55.0%	19	2492	13 68.4%	5 26.3%	1 5.3%	17	2486	12 70.6%	2 11.8%	3 17.6%
Demo School 13 (99913)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Demo School 15 (99915)	D	*	*	E	*	*	*	*	*	*	*	*	*	*	*
Demo School 17 (99917)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Demo School 22 (99922)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Demo School 3 (99903)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Demo School 4 (99904)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Demo School 5 (99905)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Demo School 8 (99908)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

* < 10 students assessed

† No students assessed

Page 1 of 1



Student Record Labels

Student Record Labels for every student who participated in MI-Access Functional Independence are included in the School Results Folders. They include the following information.

Section A shows the assessment type, the assessment grade, and the year the assessments were administered.

Section B includes the student's name, the school name and code, the district name and code, the student's Unique Identification Code (UIC), and other identifying information.

Section C shows the student's scale score for each content area in which he/she was assessed with MI-Access Functional Independence, his/her corresponding performance level, and his/her performance level change, if applicable.

		Functional Independence Grade 4 Fall 2011		
PATEL, MALLIKA J.		Stu ID: 10000173		
School: Demo School 13 (99913) District: Demo District (99999) State UIC: 90000173 Date of Birth: 05/01/2001 Gender: M				
	Scale Score	Perf. Level	Perf. Level Change	
Accessing Print	2388	Emerging	Maintaining	
Mathematics	2400	Attained	Maintaining	
Expressing Ideas:		Earned/Possible Points 2/4		

Acronyms

AYP: Adequate Yearly Progress

BAA Bureau of Assessment and Accountability

DOB: Date of Birth

EB: Extended Benchmark

EGLCE: Extended Grade Level Content Expectation

EHSCE: Extended High School Content Expectation

ELA: English Language Arts

ELL: English Language Learner

ELPA: English Language Proficiency Assessment

FLEP: Formerly Limited English Proficient

GLCE: Grade Level Content Expectation

HSCE: High School Content Expectation

IEP: Individualized Education Program

ISD: Intermediate School District

MDE: Michigan Department of Education

MEAP: Michigan Educational Assessment Program

MEAP-Access: Michigan's Alternate Assessment based on Modified achievement standards.

MEAS: Michigan Educational Assessment System

MME: Michigan Merit Examination

MSDS: Michigan Student Data System

NCLB: No Child Left Behind Act (2001)

PAA: Primary Assessment Administrator

PLD: Performance Level Descriptor

SAA: Shadow Assessment Administrator

TAC: Technical Advisory Committee

UIC: Unique Identification Code

Contact Information

School administrators, teachers, and counselors should become familiar with the report layouts and information contained in this document. If you have questions after reviewing this Guide to Reports, or need additional information about MI-Access administration procedures, content, scheduling, appropriate assessment or accommodations for students with disabilities or English language learners (ELLs), please contact the Michigan Department of Education, Bureau of Assessment and Accountability, using the contact information listed below:

Phone: 877-560-8378 (option 4)

Fax: 517-335-1186

Web site: www.michigan.gov/mi-access

E-mail: baa@michigan.gov

Bureau of Assessment and Accountability

Joseph Martineau, Director

Vincent Dean, Director, Office of Standards and Assessments

James Griffiths, Manager, Assessment Administration and Reporting

Linda Howley, Assessment Consultant for Students with Disabilities

Dan Evans, Administrative Analyst for Students with Disabilities



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2010/2011 STATE BOARD OF EDUCATION STRATEGIC GOAL

Significant and meaningful improvement in the academic performance of all students/children with major emphasis on the persistently lowest achieving schools and students. Revised September 14, 2010

